CANADIAN THESES ON MICROFICHE

I.S.B.N.

THESES CANADIENNES SUR MICROFICHE

National Library of Canada
Collections Development Branch

Canadian Theses on
Microfiche Service

Ottawa, Canada
K1A 0N4

Bibliothèque nationale du Canada
Direction du développement des collections

Service des thèses canadiennes
sur microfiche

NOTICE

The quality of this microfiche is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us a poor photocopy.

Previously copyrighted materials (journal articles, published tests, etc.) are not filmed.

Reproduction in full or in part of this film is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30. Please read the authorization forms which accompany this thesis.

THIS DISSERTATION
HAS BEEN MICROFILMED
EXACTLY AS RECEIVED

AVIS

La qualité de cette microfiche dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de mauvaise qualité.

Les documents qui font déjà l'objet d'un droit d'auteur (articles de revue, examens publiés, etc.) ne sont pas microfilmés.

La reproduction, même partielle, de ce microfilm est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30. Veuillez prendre connaissance des formules d'autorisation qui accompagnent cette thèse.

LA THÈSE A ÉTÉ
MICROFILMÉE TELLE QUE
NOUS L'AVONS REÇUE

NL-339 (r. 82/08)

Canada

0-315-19366-2

18

National Library
of Canada

Bibliothèque nationale
du Canada

Canadian Theses Division

Division des thèses canadiennes

Ottawa, Canada
K1A 0N4

67274

PERMISSION TO MICROFILM — AUTORISATION DE MICROFILMER

- Please print or type — Écrire en lettres moulées ou dactylographier

Full Name of Author — Nom complet de l'auteur
SANAN PRACHONGCHIT

Date of Birth — Date de naissance
April 23, 1944

Country of Birth — Lieu de naissance
Thailand

Permanent Address — Résidence fixe
Srinakharinwirot University
Bangkhen, Bangkok, THAILAND

Title of Thesis — Titre de la thèse
A Study of the Need for Faculty Development as Perceived by Faculty and Administrators of a Selected University in Thailand

University — Université
University of Alberta

Degree for which thesis was presented — Grade pour lequel cette thèse fut présentée
Ph. D.

Year this degree conferred — Année d'obtention de ce grade
1984

Name of Supervisor — Nom du directeur de thèse
Dr. A. G. Konrad

Permission is hereby granted to the NATIONAL LIBRARY OF CANADA to microfilm this thesis and to lend or sell copies of the film.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

L'autorisation est, par la présente, accordée à la BIBLIOTHÈQUE NATIONALE DU CANADA de microfilmer cette thèse et de prêter ou de vendre des exemplaires du film.

L'auteur se réserve les autres droits de publication; ni la thèse ni de longs extraits de celle-ci ne doivent être imprimés ou autrement reproduits sans l'autorisation écrite de l'auteur.

Date
April 24, 1984

Signature
Sanan Prachongchit

THE UNIVERSITY OF ALBERTA

A STUDY OF THE NEED FOR FACULTY DEVELOPMENT AS PERCEIVED BY FACULTY AND ADMINISTRATORS OF A SELECTED UNIVERSITY IN THAILAND

by

©

SANAN PRACHONGCHIT

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF DOCTOR OF PHILOSOPHY

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

SPRING, 1984

THE UNIVERSITY OF ALBERTA

RELEASE FORM

NAME OF AUTHOR SANAN PRACHONGCHIT

TITLE OF THESIS A STUDY OF THE NEED FOR FACULTY DEVELOPMENT AS PERCEIVED BY FACULTY AND ADMINISTRATORS OF A SELECTED UNIVERSITY IN THAILAND

DEGREE FOR WHICH THESIS WAS PRESENTED DOCTOR OF PHILOSOPHY

YEAR THIS DEGREE GRANTED SPRING, 1984

Permission is hereby granted to THE UNIVERSITY OF ALBERTA LIBRARY to reproduce single copies of this thesis and to lend or sell such copies for private, scholarly or scientific research purposes only.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

(SIGNED) Sanan Prachongcit

PERMANENT ADDRESS:

Srinakharinwirot University
Bangkhen, Bangkok
Thailand

DATED ..24 April.......19 84

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled A STUDY OF THE NEED FOR FACULTY DEVELOPMENT AS PERCEIVED BY FACULTY AND ADMINISTRATORS OF A SELECTED UNIVERSITY IN THAILAND submitted by SANAN PRACHONGCHIT in partial fulfilment of the requirements for the degree of DOCTOR OF PHILOSOPHY.

.........A Konrad.........
Supervisor

.....James M Small.....

....

....

.....Gail V. Barrington.....
External Examiner

Date.....April 2, 1984.....

THE UNIVERSITY OF ALBERTA

RELEASE FORM

NAME OF AUTHOR SANAN PRACHONGCHIT

TITLE OF THESIS A STUDY OF THE NEED FOR FACULTY DEVELOPMENT AS PERCEIVED BY FACULTY AND ADMINISTRATORS OF A SELECTED UNIVERSITY IN THAILAND

DEGREE FOR WHICH THESIS WAS PRESENTED DOCTOR OF PHILOSOPHY

YEAR THIS DEGREE GRANTED SPRING, 1984

Permission is hereby granted to THE UNIVERSITY OF ALBERTA LIBRARY to reproduce single copies of this thesis and to lend or sell such copies for private, scholarly or scientific research purposes only.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

(SIGNED) Sanan Prachongchit

PERMANENT ADDRESS:

Srinakharinwirot University
Bangkhen, Bangkok
Thailand

DATED 24 April 1984

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled A STUDY OF THE NEED FOR FACULTY DEVELOPMENT AS PERCEIVED BY FACULTY AND ADMINISTRATORS OF A SELECTED UNIVERSITY IN THAILAND submitted by SANAN PRACHONGCHIT in partial fulfilment of the requirements for the degree of DOCTOR OF PHILOSOPHY.

Supervisor

James M Small

Gail V. Barrington

External Examiner

Date April 2, 1984

ABSTRACT

This study was designed to examine the nature and extent of the need for faculty development as perceived by faculty members and administrators of a selected university in Thailand. The purpose of the study was to determine the perceptions of needs relative to specified aims, methods, and organizational arrangements in faculty development. The study also investigated the differences of the perceptions between faculty members and administrators, as well as the differences by respondent characteristics.

The data for this study were collected using a questionnaire specially developed in Thai language. Usable returns were received from 89 faculty members and 39 administrators, a 64 percent response from the randomly selected sample of 201 from a list of 1981-1982 full-time academic staff of four metropolitan campuses of a selected university in Thailand.

The findings indicated that there was a perceived need for faculty development in the university under study. The highest needs for faculty development were in the areas of instructional and personal improvement, while the lowest needs were in the areas of student needs and organizational development. It seemed evident that practices of faculty development activities at the university were limited and that the need for increased practices was strongly expressed. There were no differences in perceptions between faculty members and administrators. Differences in perceptions among groups by respondent characteristics, however, were found. Respondents with less experiences at the university under study and those with non-educational experiences outside the university perceived a greater need for faculty development than did other groups.

Implications of this study for improving faculty development programs at the university under study as well as for other universities in Thailand were suggested. It was proposed that commitment to faculty development be included in the policies of university administration; that faculty development centers be established at both the main campus and satellite campuses; that participation in faculty development activities be encouraged through appropriate recognition and rewards; that faculty development activities be introduced to the most receptive groups; and that adequate funding be allocated for faculty development programs.

Also a number of recommendations were made for futher research in the area of faculty development. It was recommended that studies similar to this one be conducted on other campuses of the university under study as well as at other universities in Thailand; and that further studies be conducted on such topics as students' perceptions of faculty development needs; effectiveness of faculty development programs; efficiency of faculty development programs; and the need for preservice training of faculty members in Thai universities.

ACKNOWLEDGEMENTS

I would like to express my sincere appreciation to Dr. Abram G. Konrad, chairman of the supervisory committee, for his assistance, support and advice.

Appreciation is also expressed to other members of the supervisory committee, Dr. D. A. MacKay, Dr. J.M. Small, and Dr. H. W. Roberts; and also to Dr. G. V. Barrington, the external examiner for their constructive criticisms during the final examination.

A special word of thanks is due to Mr. Choocheep Onkhoksoong and his colleague who assisted in collecting the data on my behalf; to a number of my Thai friends, especially Dr. B. Ooraikul, who helped me in developing the Thai version questionnaire; also to Mrs. Christiane Prokop for writing the special program for analysis of the data.

Finally, to my wife Petcharat and our children Nantarat and Udomkati, I wish to express my gratitude for their support, understanding and patience.

TABLE OF CONTENTS

Page

List of Tables xi

List of Figures xv

Chapter

1 INTRODUCTION AND STATEMENT OF THE PROBLEM 1

- Statement of the problem 3
- Conceptual Framework 4
  - System For Faculty Development 4
  - Need Assessment 6
- Definitions of Terms Used 9
- Significance of the Study 10
- Delimitations of the Study 12
- Limitations of the Study 12
- Organization of the Thesis 13

2 REVIEW OF THE LITERATURE 14

- Faculy Development 15
  - State of the Art of Faculty Development 15
  - Rationale for Faculty Development 19
  - Aims of Faculty Development 25
  - Methods of Faculty development 28
  - Organizational Arrangements for Faculty Development 30
- Need Assessment 32
  - Need Assessment and Faculty Development 33
  - Methods of Need Assessment 33

Chapter Page

Systems of Higher Education in Thailand 35

Historical Background 35

Functions of Higher Education 36

University Governance and Administration 37

Selection and Promotion of Academic Staff ... 38

Faculty Development in Thai Universities 39

Summary 41

3 RESEARCH METHODOLOGY 43

Instrumentation 43

Assessment Dimensions 43

Need Assessment Questionnaire 45

Population and Sampling Technique 48

Data Collection 49

Treatment of Data 50

Summary 53

4 THE FINDINGS AND DISCUSSION 54

Profile of the Sample 54

Aims of Faculty Development 58

Degree of Need 58

Categorization of Degree of Need 59

Aims of High Need 60

Aims of Low Need 62

Methods of Faculty Development 65

Actual Practices 65

Preferred Practices 66

Chapter Page

Degree of Need 67

Discussion of Practices and Degree of Need 70

Organizational Arrangements for Faculty Development 71

Actual Practices 71

Preferred Practices 75

Degree of Need 77

Discussion of Practices and Degree of Need 79

Differences in Faculty Members' and Administrators' Perceptions 80

Aims of Faculty Development 81

Methods of Faculty Development 81

Organizational Arrangements for Faculty Development 81

Differences in Perceptions by Respondents' Characteristics 82

Differences by Campus 83

Differences by Faculty 91

Differences by Academic Rank 101

Differences by Qualification 108

Differences by Years of Experience at the University 116

Differences by Most Recent Full-Time Job ... 123

Chapter Page

General Issues 131

Summary 133

5 SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS 138

Summary of the Study 138

The Problem 138

Significance of the Study 139

The Findings 139

Conclusions 143

The Need for Faculty Development Aims 143

The Need for Faculty Development Methods ... 144

The Need for Organizational Arrangements for Faculty Development 145

Implications 146

Recommendations for Further Research 148

BIBLIOGRAPHY 149

APPENDIXES 162

A. Questionnaires 163

B. Tables 191

LIST OF TABLES

Table Page

3.1 Summary of Questionnaires Distributed and Returned 50

4.1 Percentage Distribution of Characteristics of Respondents in the Total Sample 55

4.2 Categorization of Degree of Need for the Aims of Faculty Development by Total Sample 60

4.3 Faculty Development Aims Receiving High Mean Scores by Total Sample 61

4.4 Faculty Development Aims Receiving Low Mean Scores by Total Sample 63

4.5 Categorization of Degree of Need for Methods of Faculty Development by Total Sample 68

4.6 Faculty Development Methods Receiving High Mean Demand Scores by Total Sample 69

4.7 Faculty Development Methods Receivibg Low Mean Demand Scores by Total Sample 70

4.8 Organizational Arrangements Receiving the Highest and Lowest Rating as Actual Practices 73

4.9 Organizational Arrangements Receiving the Highest and Lowest Rating as Preferred Practices 75

4.10 Organizational Arrangements Receiving the Highest and Lowest Mean Demand Scores 78

Table Page

4.11 Faculty Development Aims Which Indicated Significant Differences by Campus 84

4.12 Faculty Development Methods Which Indicated Significant Differences by Campus 87

4.13 Organizational Arrangements Which Indicated Significant Differences by Campus 90

4.14 Faculty Development Aims Which Indicated Significant Differences by Faculty 92

4.15 Faculty Development Methods Which Indicated Significant Differences by Faculty 97

4.16 Organizational Arrangements Which Indicated Significant Differences by Faculty 99

4.17 Faculty Development Aims Which Indicated Significant Differences by Academic Rank 102

4.18 Faculty Development Methods Which Indicated Significant Differences by Academic Rank 104

4.19 Organizational Arrangements Which Indicated Significant Differences by Academic Rank 107

4.20 Faculty Development Aims Which Indicated Significant Differences by Qualification 109

4.21 Faculty Development Methods Which Indicated Significant Differences by Qualification 112

4.22 Organizational Arrangements Which Indicated Significant Differences by Qualification 115

Table Page

4.23 Faculty Development Aims Which Indicated Significant Differences by Years of Experience at the University 117

4.24 Faculty Development Methods Which Indicated Significant Differences by Years of Experience at the University 119

4.25 Organizational Arrangements Which Indicated Significant Differences by Years of Experience at the University 122

4.26 Faculty Development Aims Which Indicated Significant Differences by Most Recent Full-Time Job 124

4.27 Faculty Development Methods Which Indicated Significant Differences by Most Recent Full-Time Job 128

4.28 Organizational Arrangements Which Indicated Significant Differences by Most Recent Full-Time Job 130

6.1 Mean Scores and Rank Order of Faculty Development Aims by the Total Sample 192

6.2 Mean Scores and Rank Order of Faculty Development methods Perceive as Actual Pracices by the Total Sample 198

6.3 Mean Scores and Rank Order of Faculty Development methods Perceive as Preferred Pracices by the Total Sample 201

Table Page

6.4 Mean Demand Scores and Rank Order of Faculty Development Methods by the Total Sample 204

6.5 Mean Scores and Rank Order of Organizational Arrangements Perceive as Actual Practices by the Total Sample 207

6.6 Mean Scores and Rank Order of Organizational Arrangements Perceive as Preferred Practices by the Total Sample 210

6.7 Mean Demand Scores and Rank Order of Organizational Arrangements by the Total Sample 213

6.8 Differences of Mean Scores of Faculty Development Aims Between Faculty Members and Administrators 216

6.9 Differences of Mean Demand Scores of Faculty Development Methods Between Faculty Members and Admistrators 222

6.10 Differences of Mean Demand Scores of Organizational Arrangements Between Faculty Members and Admistrators 225

6.11 Differences of Mean Scores of Faculty Development Aims by Campus 228

6.12 Differences of Mean Demand Scores of Faculty Development methods by Campus 234

6.13 Differences of Mean Demand Scores of Organizational Arrangements by Campus 237

Table Page

6.14 Differences of Mean Scores of Faculty Development Aims by Faculty 240

6.15 Differences of Mean Demand Scores of Faculty Development methods by Faculty 246

6.16 Differences of Mean Demand Scores of Organizational Arrangements by Faculty 249

6.17 Differences of Mean Scores of Faculty Development Aims by Academic Rank 252

6.18 Differences of Mean Demand Scores of Faculty Development methods by Academic Rank 258

6.19 Differences of Mean Demand Scores of Organizational Arrangements by Academic Rank 261

6.20 Differences of Mean Scores of Faculty Development Aims by Qualification 264

6.21 Differences of Mean Demand Scores of Faculty Development methods by Qualification 270

6.22 Differences of Mean Demand Scores of Organizational Arrangements by Qualification 273

6.23 Differences of Mean Scores of Faculty Development Aims by Years of Experience at the University ... 276

6.24 Differences of Mean Demand Scores of Faculty Development methods by Years of Experience at the University 282

6.25 Differences of Mean Demand Scores of Organizational Arrangements by Years of Experience at the University 285

Table Page

6.26 Differences of Mean Scores of Faculty Development Aims by Most Recent Full-Time Job 288

6.27 Differences of Mean Demand Scores of Faculty Development methods by Most Recent Full-Time Job 294

6.28 Differences of Mean Demand Scores of Organizational Arrangements by Most Recent Full-Time Job 297

6.29 General Issues Regarding Faculty Development..... 300

LIST OF FIGURES

Figure Page

1 A System for Faculty Development 5

2 A Matrix of Potential Needs for Faculty Development 7

CHATPER 1

INTRODUCTION AND STATEMENT OF THE PROBLEM

A major constituent of any institution of higher education is its faculty, and the major activities of an institution are established, conducted and supervised by its faculty (Gaff,1975). A college or university is judged by the performance of its faculty; and the quality of educational programs is directly related to the behavior of faculty members, especially their effectiveness as teachers (Mathis,1979). Therefore, a primary vehicle for improving an institution is through improving the performance of its faculty.

For years, colleges and universities have engaged in practices to aid in the professional development of their faculty (Centra,1976). But in the last decade, faculty development became a rallying cry with increasing intensity (Gaff,1980). It has become an increasingly prominent concept for a growing number of faculty members and administrators and grown from a low level of concern to a high ranking priority in some institutions (Bergquist and Phillips,1975).

The need for effective faculty performance in universities in Thailand has been documented by many writers (Bennet,1975; Ketudat,1978; Ministry of Education,1971; Muhammadi,1977; Sanguanruang,1973; Techakampuch,1973;

Valenti and Gutek,1977). Some efforts have been made in Thai universities to provide faculty members with continuing opportunities to improve their effectiveness (Javier,1977; Ketudat,1978). However, the absence of literature indicates that no systematic study has been done in Thailand to ascertain the needs of the university academic staff with regard to faculty development.

To a large extent the effectiveness of faculty development programs depends on the commitment of faculty members to improving the educational process. The faculty members' own needs, values, and attitudes are equally important (Mathis,1979). Some writers maintain that a needs assessment is an essential part of an effective faculty development program (McKay,1979; O'Banion,1972; Samlin,1967; etc.).

The objective of this study was to investigate the perceptions of faculty members and administrators of a selected university in Thailand regarding the nature and the extent of the need for faculty development. It was felt that the perceptions of these two groups were most important in ascertaining the needs in this area.

Statement of the Problem

The purpose of this study was to determine the nature and extent of the need for faculty development programs as perceived by faculty members and administrators of a selected university in Thailand. The study focussed upon three areas: (1) aims of faculty development; (2) methods of attaining faculty development aims; and (3) organizational arrangements which facilitate faculty development. The following sub-problems were examined:

1. What are the perceptions regarding the aims of faculty development?
2. What are the perceptions regarding the methods of faculty development?
3. What are the perceptions regarding the organizational arrangements for faculty development?
4. What are differences between faculty members' and administrators' perceptions regarding the aims, methods, and organizational arrangements of faculty development.
5. How are the differences in perceptions regarding the aims, methods, and organizational arrangements of faculty development related to campus, faculty, academic rank, qualification, experience at the university under study and most recent full-time job of the respondent?

Conceptual Framework

This study was designed to provide information which would contribute to the understanding of faculty development programs. A conceptual framework relating to a total faculty development program was developed.

System for Faculty Development

A faculty development program can be conceptualized in terms of systems theory. This theory originated in the field of natural sciences and has been used widely in various fields, including applied behavioral sciences such as education (Ammentrop, et al.,1973). As pointed out by Andes (1970), a system is a set of interrelated components surrounded by a boundary. The function of a sytem is to transform inputs into desirable outputs. It maintains and improves itself through the process called feedback, whereby the system adjusts to input energy from the environment, suprasystems, and subsystems, and where the output is adapted in general to this feedback.

Figure 1 presents a model depicting specific aspects of a faculty development program. It presents diagramatically the relationships between environments, inputs, transformation process, and feedback elements of the system.

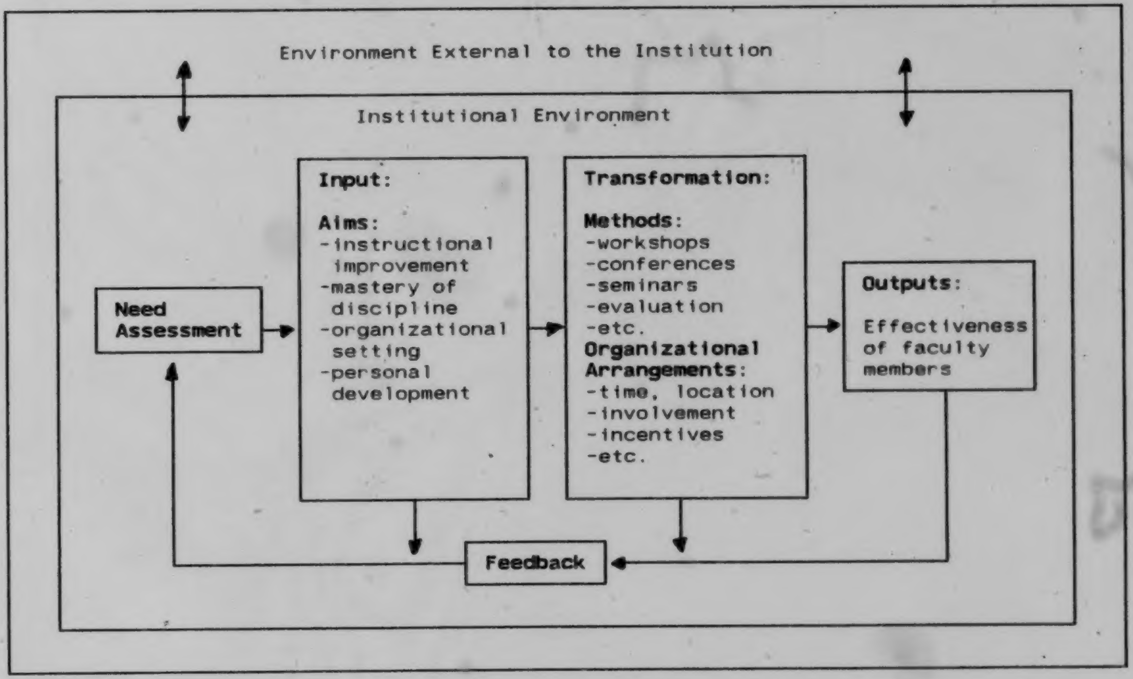
Environment External to the Institution
Institutional Environment
Need Assessment
Input:
Aims:
-instructional improvement
-mastery of discipline
-organizational setting
-personal development
Transformation:
Methods:
-workshops
-conferences
-seminars
-evaluation
-etc.
Organizational Arrangements:
-time, location
-involvement
-incentives
-etc.
Outputs:
Effectiveness of faculty members
Feedback

Figure 1

A System for Faculty Development

The model depicts faculty development as a system operated in suprasystems which include an institution and a larger social system to which an institution belongs. Both environments, external and internal to an institution, have influence upon faculty development. This system attempts to transform inputs in such forms as aims and resources into desirable outputs known as effectiveness of faculty members. The transformation process includes methods and organizational arrangements of faculty development. Needs assessment and feedback are drawn from, and in turn have an impact upon, both inputs and transformation processes.

Needs Assessment

Needs assessment provides a useful method of improving an organization's capacity for planning, priority setting and resource allocation decision making (Kimmel,1977). It serves as a sound strategy for identifying the aims, methods, and organizational arrangements of an effective faculty development program. O'Banion (1972) and Cross (1979) maintain that most planning offices at governmental or institutional levels have conducted needs assessment in the past and would do the same in the near future.

Figure 2, adapted from Mazmanian (1977:9), presents a matrix for identifying potential differences in needs for faculty development that could arise from the perceptions of faculty members and administrators of an institution.

Within this matrix, the two dimensions provide the basis for identifying needs that could arise from the potential gaps between current and desired practices and between perceptions of faculty members and administrators.

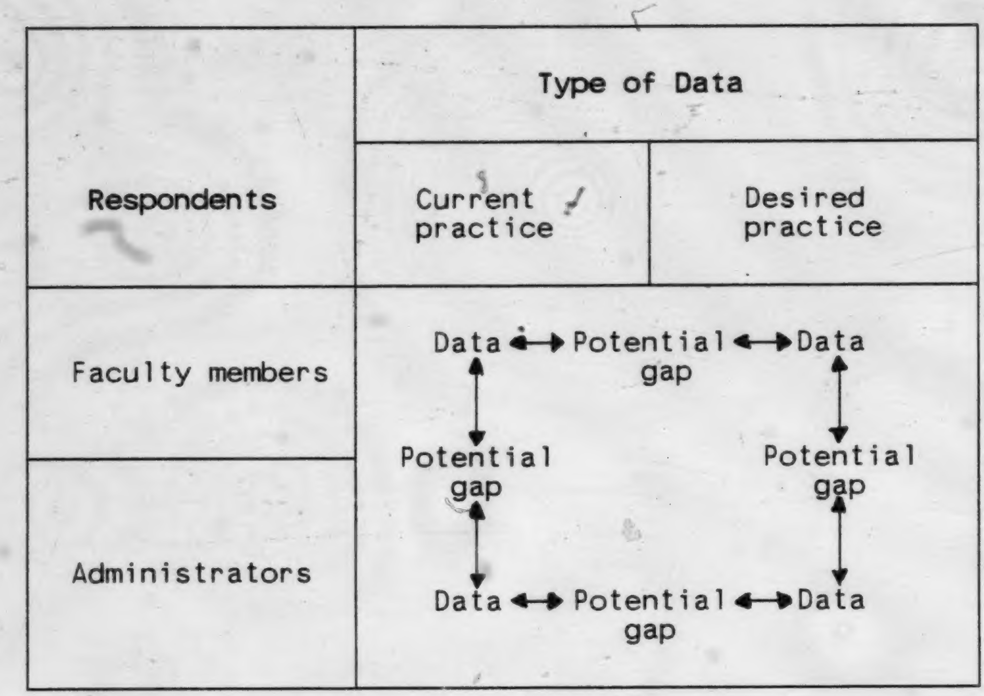
Type of Data
Respondents
Current practice
Desired practice
Faculty members
Administrators
Data
Potential gap
Data
Potential gap
Potential gap
Data
Potential gap
Data

Figure 2.

A Matrix of Potential Needs for Faculty Development

The degree of needs varies according to the gaps that exist between current and desired practices as perceived by faculty members and administrators. Identification of such gaps could help to determine what aims, methods, and organizational arrangements of faculty development activities could best serve to improve faculty performance.

It is also desirable to consider the discrepancies in the perceptions of faculty development needs between faculty members and administrators. Anderson and North (1978) note that administrators who are responsible for faculty development programs often assume that their perceptions of the needs for faculty development are shared by most of their faculty members, and that a faculty development program which fulfills these needs will appeal to a significant group on campus. These assumptions may lead to failure in faculty development activities. An awareness of the gaps between the perceptions of faculty members and administrators, therefore, may help in planning faculty development programs which respond more effectively to the needs of faculty members.

Definitions of Terms Used

For the purposes of this study, the following definitions of terms were used:

Faculty development. Faculty development was defined as "an institutional process which seeks to modify attitudes, skills and behaviors of faculty members toward greater competence and effectiveness in meeting student needs, their own needs, and the needs of the institution" (Francis,1975:720).

Faculty member. A faculty member is defined as a full-time faculty employee at a university who is primarily responsible for conducting learning experiences for students.

Administrator. An administrator is defined as a full-time employee at a university who is primarily responsible for planning, organizing and implementing instructional programs and support services.

Aims. The term, "aims," refers to the knowledge, skills and attitudes to be conveyed or learned in the courses, workshops, lectures or laboratories associated with faculty development programs.

Methods. The term, "methods," refer to the means of communicating or acquiring the knowledge, skills and attitudes in faculty development programs.

Organizational arrangements. Organizational arrangements refer to provisions within an institution to bring about the faculty development programs.

Needs assessment. Needs assessment is the process employed in determining the difference or gap between *where one is* and *where one wants to be* or *should be* (adapted from McKay,1977:2).

Significance of the Study

The significance of faculty development programs in institutions of higher education is widely acknowledged by a number of writers such as O'Banion (1972), The Group for Human Development in Higher Education (1974), Bergquist and Phillips (1975,1977), Konrad and Small (1976), Piper and Glatter (1977), Greenaway and Harding (1978), Linquist (1979), Teather (1979), and Rhode and Hounsel (1980). It is generally agreed among these writers that faculty development should receive high priority in colleges and universities.

In order to organize effective faculty development programs, a needs assessment is required. Samlin (1967), O'Banion (1972), Hammons and Wallace (1976), and McKay (1977) maintain that needs assessment is an essential part of any planning process. It applies directly to the planning and implementation of faculty development programs. O'Banion (1972) explains that needs assessment is the process of determining the difference or gap between where one is and where one wants to be or should be, and thus it is desirable for effective planning.

The survey of literature indicates that very little needs assessment research for faculty development in universities has been done. Most studies attempting to determine how instructors perceive their needs for on-the-job professional growth are limited to teachers in public schools and two-year colleges. As for faculty development needs in universities in Thailand, no such study has been reported.

The lack of research regarding the need for faculty development in Thai universities leads to this study. The findings of this study will be beneficial not only to a selected university, but also to all other higher education institutions in Thailand. Specifically, the findings of this study will provide the following:

1. A conceptual framework for understanding faculty development. This framework can be helpful to researchers and practitioners at universities in Thailand and elsewhere.
2. Guidelines for determining the provision of institutional, as well as governmental, faculty development programs.
3. An approach to faculty development appropriate for implementation in the university under study and other universities in Thailand.
4. Baseline data for other, more refined, studies of

faculty development.

Delimitations of the Study

The following were the delimitations of this study:

1. This study was delimited to the faculty development activities at four campuses of a selected university in Thailand.
2. The repondents were drawn from full-time faculty members and administrators of a selected university in Thailand in 1981-82.
3. The study focussed upon the perceived needs in terms of aims, methods and organizational arrangements for faculty development at one institution.

Limitations of the Study

Since this study relied on the data collected by means of the Thai version of the questionnaire, the following limitations pertaining to this study were noted:

1. Some respondents may not have responded to some questions.
2. Some respondents may have misunderstood some questions.
3. The low percentage of returns of the questionnaire could have biased the results.
4. Some inconsistencies may have existed between the Thai and English versions of the survey instrument due to some inaccuracy in translation.

Organization of the Thesis

In Chapter 1, the area of interest is delineated and the nature of the problem identified. The nature and extent of previous research are presented, indicating the absence of faculty development research specific to universities in Thailand. Included also are the purposes and the significance of the study, the conceptual design for the study, definitions of terms, delimitations and limitations of the study.

Chapter 2 reviews the literature in the field of higher education in terms of faculty development, needs assessment and the system of higher education in Thailand.

The design of the study is outlined in Chapter 3. Sampling techniques, instrumentation, and data collection and analysis procedures are discussed.

The results of data analysis are reported in Chapter 4.

The summary, conclusions, implications of the study and recommendations for further research are presented in Chapter 5.

CHAPTER 2

REVIEW OF THE LITERATURE

The review of relevant literature began with a systematic search of periodical indices, card catalogues of libraries at the University of Alberta, dissertations and dissertation abstracts, and the ERIC document reproduction index. The review included information about faculty development in general and the perceived needs for faculty development in higher education in particular.

A number of the terms closely related to faculty development were used in the literature search, including such terms as *staff development*, *faculty development*, *faculty renewal*, *inservice training*, *inservice education*, *professional development*, *teacher improvement*, *teaching or instructional improvement*, *instructor development*, and *continuing education*. Some writers distinguish clearly among these terms; others use them interchangeably. The literature review is summarized in three broad areas: faculty development, need assessment and the systems of higher education in Thailand.

Faculty Development

The literature reviewed here includes such dimensions as: state of the art of faculty development, rationale for faculty development, aims of faculty development, methods of faculty development, and organizational arrangements which influence the effectiveness of a faculty development programs.

State of the Art of Faculty Development

Although faculty development is hardly new, a great deal of its growth occurred during the 1970s. Discussion in this section includes early developments and current practices.

Prior to the 1970s, only limited faculty development programs with limited effectiveness were reported by researchers. Miller and Wilson (1963) conducted a survey in 1960 involving 214 colleges. They identified a few widely used practices of faculty development which were designed to orient new faculty members to an institution or to help update faculty members through such activities as precollege workshops, financial assistance for attendance at professional meetings, and occasional departmental conferences on teaching. They concluded that faculty development programs in most institutions lacked clear articulation and comprehensive design.

Similar conclusions were drawn from a number of subsequent studies. Eble (1971), for example, reported that faculty members at 150 institutions stated almost unanimously that their institutions did not have effective faculty development programs. He further noted that only few institutions set aside specific percentages of their budget for faculty development.

Faculty development practices in American universities, in particular, began in the middle 1960s under the name of instructional improvement programs. Alexander and Yelon (1972) collected information on instructional improvement or educational development programs. They concluded that these practices were not as effective as they should be.

Bergquist and Phillips (1975) pointed out that, in the past, three of the most widely used approaches to instructional improvement were (1) the reduction of student-faculty ratio; (2) the purchase of such costly new instructional technology as videotape systems, instructional computers and learning machines; and (3) the recruitment of new Ph.D's with supposedly fresh ideas. Other approaches included changing curriculum, recruiting brighter students, establishing new governance systems and undertaking a comprehensive self-study. Generally, these were carried out in isolation and usually were not effective. Lhota (1976:21) believed that "these approaches were not comprehensive and systematic and, therefore, did not produce

5

effective and lasting changes."

Since the early 1970s, many efforts have been made to improve faculty development practices in higher education. According to the most extensive survey of faculty development in higher education conducted nation-wide by Centra (1976), over half the postsecondary institutions in the United States had established faculty development programs. Although some of these consisted of only the traditional approach to staff development, many also incorporated newer approaches such as teaching improvement and career centers.

The evidence of tremendous progress achieved during the past decade in faculty development in higher education is in many forms. Some evidence is provided by Gaff, Festa and Gaff (1978) and Gaff (1980):

1. A large number of colleges and universities have established new faculty development programs.
2. Many assumptions, concepts and model programs embracing new versions of faculty development have been devised, tested and shown to be workable.
3. Major funding programs have been initiated by private foundations and federal agencies to support these approaches. But perhaps most significant, there is an increasing inclusion of faculty development efforts in the budget of individual institutions.
4. Many materials, activities and exercises have been

devised for use with faculty members of colleges and universities. The three volumes of *Handbook for Faculty Development* by Bergquist and Phillips (1975,1977 and 1981) are among the best references. In addition, a variety of other useful materials are also available, including questionnaires and interview forms, summaries of research on teaching and learning, guidelines for designing workshops, video and audio cassettes on teaching development, simulations and games.

5. The professional literature on faculty development has grown extensively and is still expanding. Not only have several new books been published, but the descriptive, analytic, and evaluative articles in professional journals, and reports from individual campuses are increasing. A summary of some of this literature and other resources is available in *Professional Development: A Guide to Resources* (Gaff, Festa and Gaff,1978).
6. Conferences on various aspects of faculty development and training workshops have been well organized and well attended.
7. A new group of professional academics has emerged to improve programs for staff, instructional and organizational development.

In summary, the overview of faculty development indicates that faculty members and administrators in higher education increasingly accept its importance. The literature indicates that not only instructors in colleges but also those in universities need effective faculty development programs to help them improve their performance. However, the research on the need for faculty development among university faculty members is extremely limited.

Rationale for Faculty Development

The reasons for the current interest in faculty development in postsecondary education are many. The ones mentioned most frequently are as follows:

Inadequacy of preservice preparation. Most instructors in colleges and universities have no specific training for postsecondary instruction. Wise (1966:86) points out that:

> The American college teacher is the only high level professional man in the American scene who enters upon a career with neither the prerequisite trial of competence nor experience in the use of the tools of his profession.

Inadequate training is true not only in the United States but also in other countries (Javier,1977:75).

Besides, it seems that preservice preparation for college instruction has not been seen as essential for the recruitment of faculty members. Indeed, it is assumed that the acquisition of a doctorate qualifies one to teach in one's discipline. Gaff (1979:232) expresses this widely-held view as follows:

> It has been an article of faith among academics that just as training to conduct research in one's academic discipline -- certified by a doctoral degree -- prepares one to teach, the acquisition of additional knowledge and the conduct of research improve teaching.

However, Gaff (1979:232) himself questions this view:

> While the need for instructors to know what they are talking about cannot be disputed, there has been increasing recognition that professors' scholarly competence does not automatically translate into teaching effectiveness.

The lack of suitable preservice training opportunities for college instructors is confirmed by O'Banion (1972) who contends that such programs are grossly inadequate. Even when they are available, a number of writers such as Gleazer (1967) and Morgan (1971) question whether these programs actually prepare graduates for college teaching.

Even though instructors in colleges and universities have inadequate preservice preparation, they are expected to acquire and maintain the knowledge, skills and attitudes necessary for teaching at this level, while they are employed.

Decrease in faculty mobility. Institutions of higher education now face the harsh reality of decreased funding (Group for Human Development in Higher Education, 1974). Consequently, a limited number of new faculty members are recruited annually. Most faculty members recognize that there are fewer opportunities for mobility, and there is a likelihood of spending a large portion of their academic careers at a single institution (Gaff, Festa and Gaff, 1978).

Faculty development practices are needed in order to help faculty members continue to be effective and creative within a particular institutional environment (Gaff and Justice, 1978).

Colleges and universities need instructors with new knowledge and skills in order to keep the institutions vital (Bergquist and Phillips,1975; Gaff and Justice,1978). Responding to this challenge, Centra (1978a:188) states that:

> With less turnover and new blood, colleges can no longer depend on new staff to help keep them vital; nor can teachers broaden perspectives simply by changing jobs. Teaching improvement programs and faculty renewal efforts of various kinds have become a partial remedy for this steady state condition.

Changes in student characteristics. The student body of today has different characteristics from the student body of ten or twenty years ago. Some changing characteristics include the widening diversity of economic and ethnic background of students entering postsecondary education; the entry of more adults returning to education after years in the work force; and the increased number of non-traditional and/or underprepared students (Gaff and Justice,1978).

Faculty development can serve as one of the effective means for institutions to adapt to new clients. It helps bring about changes in faculty members to be more flexible and more effective. Gaff, Festa and Gaff (1978) believe that faculty development also helps faculty reevaluate and possibly revise their instructional methods.

Expansion of knowledge and technology. Never before have knowledge and technology been changed and improved at as rapid a rate as they are today. This advancement has infiltrated almost every aspect of modern life, including higher education. The accelerating expansion of new knowledge and technology requires that all faculty members continually bring their skills and knowledge up-to-date. In other words, they need to acquire knowledge, skills and attitudes which could not likely have been learned from their previous training or work experiences (Javier,1977).

More and more educational technologies are available in colleges and universities. Faculty members require more knowledge and technical support in using such technologies. Indeed, many faculty members require some assistance to help them gain the skill and technical knowledge necessary to use these devices (Ordio,1970).

Research in educational psychology and in instructional methods is constantly providing more information for use in improving the teaching-learning situation. If faculty members are to make adequate use of this knowledge with respect to instructional strategies, they must have access to such information and there must be some assistance for integrating this information into classroom activities. It seems appropriate, therefore, that some programs should be established for keeping faculty members up-to-date with respect to their role as teachers.

Disenchantment with college instruction. There has been a growing dissatisfaction with the quality of college instruction. Students complain about ill-prepared and ill-delivered lectures, outdated and outmoded knowledge, and inept handling of classroom student-teacher interaction (Javier,1977). Many parents are not at all sure that instruction is as effective as the high costs of higher education suggest it should be (Centra,1976). Legislators have pressured public institutions, including colleges and universities, to become more accountable (Centra,1978a).

Disenchantment of these influential groups forces institutions of higher education to improve the quality of instruction.

Influence of social sciences. The current movement toward the improvement of faculty performance has been partly influenced by development in other fields of the social sciences (Gaff, Festa and Gaff,1977). Psychologists and other social scientists have begun to look at the adult years, especially the middle years of life, with greater interest and intensity. Developmental psychology previously focussed on childhood and adolescence, with more recent attention on the aged, but the gap between the earliest and the latest years was neglected (Neugarten,1968). Only after the early 1970s, did psychologists such as Gould (1972) and Sheehy (1976) outline and describe the stages of adult development through which most people progress.

Gaff, Festa, and Gaff (1977) note from their review of the literature that, in addition to easily perceived periods of growth, there are periods of instability, transition, and suspended animation that eventually can lead to greater instability. Hodgkinson (1974) relates these general stages of adulthood to the life of faculty members and administrators. He speculates that there may be a sequence of progression through the academic life just as there is in human development itself. In other words, an adult can be seen as an unfinished product capable of learning new skills and knowledge and growing and changing while passing through somewhat predictable stages of development. This paves the way for faculty development. If one assumes that adults are capable of personal growth and development, and that the craft of teaching can be taught and learned, then the concept of faculty development has validity.

The above discussion suggests that instructors of institutions of higher education need effective faculty development programs in order to help them acquire and maintain knowledge, skills and attitude necessary to compensate them for inadequate preservice preparation, decreased faculty mobility, changes in student characteristics, and expansion of knowledge and technology.

Faculty development also helps colleges and universities respond better to the general concerns regarding postsecondary instruction. Besides, evidence from the social sciences implies that faculty development in higher education relates to growth stages in adult development.

Aims of Faculty Development

The review of literature indicates that the aims or content of faculty development in higher education vary from one writer to another. Findings of various researchers including Gile (1972), Weleschuck (1977) and Lindquist (1979) regarding aims of faculty development can be grouped into four domains: (1) instructional improvement; (2) mastery of one's discipline; (3) organizational setting; and, (4) personal development.

In terms of instructional improvement domain the following aims appear to be relevant: to learn how to structure learning experiences (simple to complex); to develop strategies which will enable students to participate in designing their own learning experiences; to learn how to individualize instruction; to increase the quality, range, variety, and flexibility of teaching resources used by instructors and students; to improve design and methods of teaching; to increase professional knowledge of teaching-learning theory, research, and practice and to encourage use of promising teaching approaches; to motivate instructors to rectify course and teaching problems perceived by students; to provide opportunities for peer group demonstration of successful techniques or solutions to problems; to learn ways of reinforcing learning; to develop skill in making learning relevant for students; to improve discussion techniques in teaching; to learn how to use self-evaluation techniques to improve teaching performance; to learn to integrate content activities with other courses; to learn the psychology of adult students; to understand student behavior; and, to learn how to diagnose students' educational needs.

In the domain of mastery of one's discipline, the following aims were mentioned in one form or another: to update knowledge in one's own area of specialization; to raise faculty members' understanding of the subject they teach; and to increase knowledge of fields related to one's own teaching specialty.

As for organizational setting, some examples of faculty development aims are: to provide understanding of conditions of employment; to provide opportunities for knowing and understanding goals and objectives of the institution; to provide knowledge and understanding about the relationship of the institution to the total system of higher education; to provide knowledge and understanding about the total education program of the institution and the role and expectation of each kind or type; to provide opportunities for discussion of concerns and problems that arise; to provide opportunities for involvement in the development of short and long-range objectives of institutions in ways which stumulate individuals to commit themselves to goals of the institution; to learn about community services and human resources available to the college; to effectively implement new academic programs; to raise faculty understanding and interest in local goals, students, and professional roles; to help professionals reduce personal obstacles to teaching effectiveness and strengthen opportunities for personal and professional advancements related to teaching; to create an organizational setting conducive to and supportive of teaching improvement; to increase administrative ability to stimulate, facilitate, and supervise teaching improvement; and to know and understand methods and procedures of accountability.

The domain of personal development includes such faculty development aims as to improve interpersonal skills; to learn how to use one's own leisure time; to learn how to develop life planning for personal growth; and to provide opportunities for discussing relationships of individual goals to institutional goals.

Methods of Faculty Development

A variety of methods are being used in faculty development programs. They seem to differ from place to place and also from time to time depending upon the type of institution clients. However, faculty development methods outlined by Bergquist and Phillips (1975), Lhota (1976), Centra (1978) and Konrad (1983) are comprehensive. They can be categorized as follows: professional workshops, conferences, seminars and presentations; analysis and evaluation practices; consultation and counseling; instructional technology; and miscellaneous.

The domain of workshops, conferences, seminars and presentations includes practices which empasize: exploring various methods or techiques of instruction; reviewing subject matter or introduce new knowledge in a field; new or different approaches to curriculum development; testing and evaluating student performance; acquainting faculty with goals of the institution and types of students enrolled; helping faculty improve their academic advising and counseling skills; improving faculty members' research and scholarship skills; improving the management of departmental operations; exploring general issues or trends in education; and faculty affective development such as those aiming at improving interpersonal skills and exploring educational values.

The following activities are under the domain of analysis and evaluation practices: systematic ratings of instruction by students used to help faculty members improve their performance; formal assessments by colleagues for teaching or course improvement; informal assessment by colleagues for teaching or course improvement; systematic teaching or course evaluations by an administrator for improvement purposes; system for faculty to assess their own strengths and areas needing improvement; classroom visitation by an instructional resource person, upon request, followed by a diagnosis of teaching; and analysis of in-class video tapes to improve instruction.

In terms of consultation and counseling, the following practices are suggested: faculty with expertise consult with other faculty; personal counseling provided for individual faculty members; master teachers or senior faculty work closely with new teachers; and specialists from outside consult with individual faculty members;

As for instructional technology, these are mentioned as faculty development methods: assistance to faculty in the use of instructional technology; simulated procedures; special professional library; and circulation of newsletters, articles, etc.

Miscellaneous practices include: visitations to other institutions; faculty exchange programs with other institutions; and taking courses offered by colleagues.

Organizational Arrangements for Faculty Development

Organizational arrangements for faculty development mentioned in the literature represent factors relating to the effectiveness of faculty development programs. Some of these factors include degree of faculty involvement, location of activities, incentives for faculty involvement, faculty development centers, and faculty development personnel. These factors need to be considered in designing effective faculty development programs.

Faculty involvement. The literature in general reveals a concern about lack of faculty involvement in planning and implementing faculty development programs. Gaff (1975) and Weleschuk (1977) suggest that faculty members should be included in planning and implementing faculty development programs through faculty committees. Garrison (1975:2) also supports the idea of a faculty committee approach to planning and coordinating faculty development:

> All inservice programs should be faculty-oriented, faculty-developed, and--to whatever extent possible--faculty administered.

O'Banion (1972:103) points out that if faculty development is to be effective, one administrator should assume major responsibility for coordinating the program of faculty development. In addition, he suggests that administrators should help each staff member develop an individualized development plan.

Location and timing of activities. A home campus or a nearby college or university are considered as the preferred site of faculty development activities (American Association of Junior Colleges,1969; and Hodgson,1970). However, Weleschuk (1977) found that staff development activities located off campus, at a neighboring college, or at community facilities are more in demand than those of home college location.

In terms of timing for faculty development activities, Weleschuk (1977) maintained that intersession periods are the most preferable.

Incentives. Kilpatrick (1967) recommends that salary, expenses, and credits be allowed for faculty members who participate in faculty development programs. He suggests that incentives such as salary increments for units of inservice work completed be provided. Other forms of incentives include such provisions as release time, sabbaticals, and payment for specialist consultants who work with staff members (Wetzler,1970).

Faculty development personnel. A number of writers have suggested the position of faculty development officer or coordinator for effective faculty development programs. O'Banion (1972:95) maintains that if faculty development is to be more than a one-day presession orientation, followed by occasional outside speakers during the year, then faculty development personnel need to be employed. Gaff (1975:112) points out that this position has been established in many institutions of higher education.

Needs Assessment

The term need has many different meanings. Bell (1977) points out that, historically, need was often defined as a personal assessment such as a felt difficulty. Present research in both social sciences and medical sciences leans more towards defining a need as a lack of something which is required for the survival and the well-being of the unit under study. However, both of these definitions are extremely hard to operationalize, and it is easy to become entangled in disagreement over the meaning of such abstractions as "felt," "difficulty," "survival," "well-being," and "require."

Other theoreticians, such as Hays and Linn (1977), and Kaufman and English (1975), see need as the gap between what an individual can do and what someone in authority decides that person should be able to do. This definition appears to be seriously lacking in that it excludes completely the needs as personally perceived by an individual.

Taba (1962:286) attempts to clarify the confusion surrounding the definition of need as she defines the term as "the gap between the present state of an individual and the desired objectives." Despite its simplistic nature, this definition of need is also adopted by writers such as McKay (1977), Stake and Gooler (1971), and Boone, et al. (1977).

Needs Assessment and Faculty Development

Relating to faculty development, Boone, et al. (1977) contend that the primary purpose of needs assessment is to determine the specific nature of faculty needs in order to design a program which will meet these needs. Anderson and North (1978) suggest that if the objective of faculty development effort is to have a broad impact upon the institution, then a wide variety of opinions in terms of needs as perceived by individual faculty members should be considered. This notion is shared by other writers such as Gray (1978), Rives, et al. (1979), Lutz (1975), and Spitzer (1979). Administrators' perceptions of faculty development needs are also important since faculty development activities inevitably require their leadership and supervision.

Methods of Needs Assessment

Data for identifying the need for faculty development can be procured in several ways. McKay (1977) suggests the following: (1) administrative determination, (2) direct observations, (3) personal interviews, (4) delphi procedures, and (5) survey techniques.

According to McKay (1977) disadvantages of the first method are evident as it fails to reveal the needs of individual faculty members. The second and the third have the advantages of gaining information, but they require trained personnel and a great deal of time. Nominal group and delphi techniques enable small groups to develop a prioritized list of faculty development needs, but require extra training and a feeling of trust among the group members in order to achieve the openness needed for mutual sharing.

A well developed survey procedure seems to provide a good approach to identify faculty development needs. It is equal in reliability to the interview, usually easy to administer, and ensures the involvement of those for whom the faculty development program will be designed (Bohrnstadt,1967). A further advantage of the survey method is that data can be gathered from a large diverse sample and that the anonymity of the respondents can be preserved. McKay (1977:17) recommends this technique:

> . . . for the information needed, expertise available, and time involved, . . . a survey was the best method to conduct our needs assessment. From that experience and studying what others have done, I would recommend the survey.

Mazmanian (1977) and Spitzer (1979) maintain that a survey method is the most commonly employed needs assessment methodology.

Systems of Higher Education in Thailand

In this section the system of higher education in Thailand, including faculty development practices, is reviewed.

Historical Background

Higher education in Thailand may be traced to the nineteenth century (Kim, Zaidi, Guzman and Chomchai, 1980). The first school of medicine was established in Bangkok in 1889. Three years later the first teacher training school was founded. In 1910, the Royal Pages' School was set up to train selected young men to be government officials. This school was later expanded and became the first university of Thailand in 1916. During the period of some ten years after the political revolution that established a constitutional monarchy form of government in 1932, four more universities were created. All five were situated within Bangkok vicinity and were under supervision of various government ministries.

During the 1960s, university education was expanded to provincial areas outside of Bangkok (Tapingkae, 1976). Three universities were established in the northern, northeastern, and southern regions of Thailand. Such expansion was still not adequate to meet the rising demand for higher education. Therefore, beginning in 1969, degree granting private colleges were approved. In addition, an "open admission" university was created in 1972. In 1974, the College of Education was upgraded into Srinakharinwirot University. By then, all ten universities and degree granting private colleges were under the supervision and coordination of the Office of University Affairs which was established in 1972 (Tapingkae, 1976). Also under the jurisdiction of this Office were three degree granting institutes of higher learning.

In addition to the institutions mentioned above, there are other institutions of higher education established for professional training in specialized areas. Among them are technical colleges, agriculture colleges, teacher training colleges, nursing colleges, and military and police academies (Ketudat, 1978). These types of institutions, however, are beyond the scope of this discussion.

Functions of Higher Education

Historically, the establishment of institutions of higher education in Thailand stemmed from manpower needs (Kim, Zaidi, Guzman and Chomchai, 1980). Manpower training as an essential function of higher education was emphasized even more with the implementation of the Five-Year National Economic and Social Development Plans, especially in the second Plan (1967-1971). Such an emphasis was also evident in the third and the fourth plans. At present, this function is generally stated in each university's Act.

Other functions of a university in Thailand are education, research, public service, and cultural preservation (Ketudat, 1978). Education as a function aims at the full development of human intellectual capacities to facilitate advancement of knowledge and technology. Research is commonly specified as a function of an institution of higher education. Although public service is not explicitly defined in the legislative enactment of most institutions, it has for a long time been recognized as an important function of a university in Thailand. Cultural preservation is another specified function of every university.

University Governance and Administration

Each university has its own establishment Act which empowers the university council to function as a governing body. Council members are drawn from categories specified by the Act (Ketudat, 1978). The majority of membership usually comes from ex officio administrative members: a president (who sometimes serves as a deputy chairman), vice-presidents, deans, directors of centers/institutes, and, in some universities, representatives from faculty members. Most council members who are outsiders are appointed on the basis of personal merit.

Under the council, a president as chief executive officer is responsible for institutional administration.

This responsibility includes supervision of deans of faculties, directors of centers/institutes, and other administrative officers. A dean supervises all department chairmen in the faculty. He also chairs the faculty board which acts as as an executive body for academic matters and an advisory body on other matters affecting the faculty.

The formal channel for staff participation in university governance is through a faculty committee or faculty senate (Ketudat, 1978). Members of this type of committee are elected from academic staff. A faculty committee acts as an advisory and consultative body to the president on such matters as academic standards, policies, and student affairs. The other channels for staff participation are other standing committees on academic affairs, faculty affairs, and student affairs.

Selection and Promotion of Academic Staff

A candidate for any vacant position is selected by an ad hoc committee. Applicants for the position are interviewed by a selection committee of this type which then recommends the successful candidate to the president for appointment. After an initial probationary period of six months, a performance review of the new recruit is made by another committee. Upon favorable recommendation, permanent status is conferred. The initial appointment is generally at the lecturer level except for a specialist or those with higher rank transferred from another university (Ketudat, 1978).

Academic rank of faculty members in Thai universities is similar to that of universities elsewhere. Full professor is the highest rank, followed by associate professor, assistant professor, and lecturer or instructor. Conditions for promotion to higher academic rank (i.e., from lecturer to assistant professor) include length of service, degree qualification, research, as well as academic publications. In practice, however, publications is the main criterion for academic rank promotion. The higher the rank, the more rigorous the academic and research standards required for promotion (Ketudat, 1978).

Faculty Development in Thai Universities

Some activities of faculty development such as professional conferences and scholarships for teaching staff to pursue their study abroad at higher levels have been common in Thai universities for sometime. However, the word "faculty development" was first recognized in some universities about ten years ago (Ketudat,1978). Like faculty development in North American universities, practices of faculty development have been intensified in the last ten years. In the Fourth and the Fifth Five-Year Plans for National Economic and Social Development (1977-1981 and 1982-1986), upgrading teaching staff and instruction improvement as the plan for improvement of higher education were clearly specified (Ketudat, 1978).

Quality of academic staff is one of the problems facing universities in Thailand. Ketudat and associates (1978:66) express their concern as follows:

> The standard ratio of teaching staff of government universities holding doctoral, master's, and bachelor's degrees is 15:50:35. Based on this criterion, staff qualifications are still lower than minimum standard.

The alarming problem relating to low qualifications of teaching staff of universities has been well recognized. In 1967, the Cabinet approved the establishment of the University Development Commission (Ketudat, 1978). The main objective of the University Development Commission was to produce qualified teaching staff by utilizing domestic resources. A number of scholarships for master's and doctoral degrees were awarded to selected graduate students who agreed to be recruited, upon graduation, as academic staff of predetermined universities. The University Development Commission later extended its services to include such activities as organizing inter-university faculty member exchange programs, workshops on university teaching, seminars on teaching improvement in specific areas, and workshops on preparation of faculty development personnel. The University Development Commission also encouraged and provided assistance to individual universities to establish and conduct faculty development programs. At present, most of the universities have their own faculty development programs emphasizing instructional improvement.

Summary

This chapter presented a summary of literature relating to faculty development in higher education in general and that specific to universities in Thailand. The information was used in the design of the study, in the development of questionnaire items, and in the discussion of the findings.

The first part of the chapter indicated that faculty members in colleges and universities need faculty development programs to help them acquire and maintain knowledge, skills and attitudes necessary to improve their performance. It also indicated that research on the need for faculty development among academic staff in institutions of higher learning is limited.

The literature on aims, methods and organizational arrangements of faculty development varied from one writer to another. However, the following elements seemed to be common among the writers. The primary aims of faculty development included instructional improvement, mastery of one's own discipline, organizational setting and personal development. Instructional evaluation, workshops, seminars, conferences, counseling and help of experts from both inside and outside the institution were common methods of faculty development. In terms of organizational arrangements of faculty development, such factors as faculty involvement, location and timing of faculty development, incentives and faculty development personnel were mentioned as factors influencing effectivenes of faculty development programs.

Needs assessment by which the specific nature of faculty needs are determined is useful in designing effective faculty development programs. The literature suggests that the survey method is the most commonly employed needs assessment methodology. This method was used in the study.

The chapter concluded with a brief overview of systems of higher education in Thailand. Although this literature was not extensive, it provided background information useful for understanding the setting of the study. It included the need for, as well as the current practices of, faculty development in Thai universities.

CHAPTER 3

RESEARCH METHODOLOGY

This study was designed to ascertain the perception of faculty members and administrators of a selected university in Thailand regarding faculty development needs. In this chapter, the research methodology is discussed in terms of instrumentation, population and sampling technique, data collection and treatment of the data.

Instrumentation

Assessment Dimensions

Information on needs for faculty development can be collected by many types of assessment procedures. McKay (1979) groups these into five broad dimensions: (1) actual/preferred scale, (2) Likert scale, (3) faculty job description/role, (4) open ended questions, and (5) rank order of areas/categories of needs.

An *actual/preferred scale* is designed to measure how much emphasis is currently placed on certain concerns and how much emphasis should be placed on these concerns. A respondent is asked first to consider each item as it is presently related to the faculty development program and as it should be related toward faculty development. This type of questionnaire yields quantifiable data of the need gaps, is easy to score, and provides good data for analysis and interpretation.

A *Likert scale* is a scale that allows the respondent to identify a position along a continuum that best represents his or her perception on a given item. In a needs assessment survey, the continuum may range from a perception of no need to one of a critical need on an item. Such a scale is easy to administer and score, but it may lack definitional precision in the response categories.

A *faculty job description/role* instrument delineates a set of roles to which a faculty member is assigned according to a detailed job description. Whenever a person does not have the skills or competencies to fulfill a required role or a portion of the job description, a need is identified. This method may be difficult to employ for faculty members already on the job.

Open-ended questions provide the faculty a chance to respond to questions about areas of needs. This method has a lot of disadvantages in categorizing responses, but it allows for individuals to be very specific about their needs.

A *rank ordering of areas/categories of needs* can be performed rather rapidly and provide a good overview of the order/preference of needs. However, the listing has to be kept fairly short so that the number of items do not become unwieldy.

Needs Assessment Questionnaire

The needs assessment questionnaire used in this study was adapted from an instrument developed by Weleschuk (1977), and incorporated some items developed from the review of literature and others suggested by a panel of experts. It was firstly developed in English and then translated into Thai. Only the Thai version of the questionnaire was used in data collection.

In order to ensure the validity of the English version of the questionnaire, the items were scrutinized by the researcher's thesis committee. Based on their suggestions, some items were rewritten or eliminated, and others were added.

The questionnaire was then translated into Thai. In order to maintain consistency between the English and the Thai versions, three graduate students from Thailand who were studying at the University of Alberta were requested to translate the Thai version of the questionnaire back to English without a previous review of the original English version. No discrepancies were found between the original English version of the questionnaire and the Thai version.

The validation of the Thai questionnaire employed a procedure similar to the one used in the development of the English version. In this case, a Thai expert, who is a professor at the University of Alberta, was requested to scrutinize the questionnaire items. Based on his suggestions, the questionnaire was revised for greater clarity.

The questionnaire consisted of five sections:

Section I. This section asked personal data of the respondents. The information was used to classify the respondents according to location of assignment (campus), position (faculty member or administrator), academic qualification, length of experience at a selected university in Thailand, and previous work experience. These data were used to describe the characteristics of the sample.

Section II. This section consisted of the aims of faculty development. There were 67 items on the list.

For each item, respondents were asked to circle a number on a one to five Likert-type scale to indicate their perception of the importance of the aim for their own development. The numbers on the scale corresponded to the following levels of perceived need:

1=no need, 2=limited need, 3=moderate need,
4=considerable need, and 5=great need.

Section III. Section III consisted of the methods of acquiring the content, knowledge, or skills specified in the aims in Section II. The list contained 31 items.

For each item, respondents were asked to circle two numbers indicating (1) the emphasis which was currently given to each method of faculty development at their campus and (2) the degree of emphasis that respondents would prefer to have assigned to it. Similarly to the scale in Section II, the numbers on a one to five Likert-type scale corresponded to the following rating:

1=no emphasis, 2=limited emphasis, 3=moderate emphasis, 4=considerable emphasis, and 5=great emphasis.

Section IV. This section consisted of organizational arrangements which had an impact upon the effectiveness of a staff development program. The aspects of organizational arrangements included in this section dealt with timing, location, personnel, experts, and incentives. Each of these categories contained four to ten items. For each item, the actual and preferred perceptions were rated on a five-point scale similar to the one in section III. The numbers on the scale corresponded to the following rating:

1=none or very limited extent, 2=some extent, 3=moderate extent, 4=large extent, and 5=very large extent.

Section V. This section contained four open-ended questions relating to the respondents' previous faculty development experience, felt needs, recurring problems related to staff performance, and plans for further professional development.

Population and Sampling Technique

Full-time faculty members and administrators of a selected university in Thailand were chosen as the population of this study. This university is a multicampus university comprising eight campuses, four located in vicinity of one metropolitan area and the rest in other cities in the eastern, northern, northeastern and southern regions of the nation. Included in this study were only the four campuses located in the metropolitan area.

Generally, all four campuses in the study are similar in that they all produce graduates with pedagogical degrees. Except for campus #1, their administrative structures are the same. However, some distinctions among these campuses are worth mentioning. Campus #1, the main campus, is the oldest and the largest campus. It is the administrative center of the university, housing the offices of the president who is the top executive officer of the whole university, and of the deans of faculties who are in charge of the overall operation of the faculties. For each of the other three satellite campuses, the vice-president is the top executive officer, while associate deans are in charge of campus faculties. Campus #2, the second oldest, caters primarily to students directly from high school without any form of pedagogical training. Campus #3, and campus #4 are later additions to the university admitting mostly students with previous pedagogical training. Campus #4 specializes in physical education. Prior to becoming a campus of the university, it was a college of physical education.

The president of the university whose office was at the main campus, and three vice-presidents who were the top ranking administrators of the other three campuses, were contacted for permission to conduct the study.

The list of all 1981-82 faculty members and administrators of the four campuses of the university under study was used to select a stratified random sample of respondents. The sample consisted of approximately twenty percent of the full-time faculty members and fifty percent of full-time administrators selected by random procedures.

Data Collection

For the purpose of data collection, a reliable representative in Thailand was requested to act on behalf of the researcher. The researcher was not able to administer the questionnaire personally as his attempts to secure financial assistance for travel were not successful. The representative chosen to administer the data collection was an associate professor in the Faculty of Education at the university under study. His responsibilties included the duplication of copies of the questionnaire and cover letter, distribution and collection of the completed questionnaires from the random sample, follow-up contacts with those who had not responded and, finally, shipment of the completed questionnaires to the researcher in Canada.

A group of people selected by the researcher's representative personally delivered a packet of materials to each respondent on June 7, 1982. The questionnaires were picked up on the first round on June 25, 1982, and on the final round on June 30, 1982.

Table 1 summarizes the distribution and returns of the questionnaires. The table indicates that of 201 potential respondents a total of 128 (63.7 percent) usable questionnaires were returned.

Table 3.1

Summary of Questionnaires Distributed and Returned

Campus	**No. of Quest. Sent**	**No. of Usable Quest.**	**Percent Returns**
Campus #1	90	47	52.2
Campus #2	40	25	62.5
Campus #3	40	31	77.5
Campus #4	31	25	80.1
Total	**201**	**128**	**63.7**

Treatment of Data

The data from the questionnaires were examined, coded and tranferred to computer cards for analysis. The data were classified according to the following independent variables: position, campus, faculty, academic rank, qualification, years of experience at the university, and most recent full-time job.

Position of the respondent refers to faculty member or administrator; campus refers to four metropolitan campuses of the eight campuses that make up the university; faculty comprises Education, Sciences, Social Sciences or Humanities; academic rank ranges from lecturer to full professor; qualification in terms of highest earned degree refers to bachelor's, master's or doctoral degree; number of years of experience at the university under study ranges from 5 years or less to 16 years or more; and most recent full-time job refers to type of previous experience which includes no experience, noneducational, elementary or secondary school teaching, and teaching in an institution of higher learning.

The FREQUENCIES procedure (Nie, et al.,1975:194-202) was used to calculate frequencies, percentage-distribution and means. The mean scores for the aims were used to indicate the degree of need regarding each of the faculty development aims.

A special computer program was written to calculate the demand score which was used to establish the respondent's perceived need for the methods and organizational arrangements in faculty development. The procedure for calculating the demand score for each item of the methods and organizational arrangements was preferred score (PS) minus actual score (AS) plus five, to eliminate any negative scores. The highest possible demand score could have been nine indicating a great need, while the demand score of five would indicate no demand. A demand score of less than five would suggest that there was a perceived excess of provision for a given method of faculty development or organizational arrangement. For analytical purposes, a mean demand score (MDS) was computed from the individual demand scores.

The *t*-test procedure (Nie, et al.,1975:267-275) was used to determine if there were any statistically significant differences between mean scores (MS) or between mean demand scores (MDS) of subgroup pairs. For this test a significance level of .05 was chosen.

Where there were three or more groups, the one-way analysis of variance, ANOVA, (Nie, et al.,1975:257-261) was used to establish the statistical significance of differences among mean scores or mean demand scores. For the ANOVA test, a significance level of .05 was chosen to examine the differences among groups. The Scheffe' test was used to determine the location and direction of the differences among groups. In view of the rigor of this test (Ferguson,1971), the significance level for the Scheffe' was set at .10.

Summary

In this chapter, the design and development of the instrument used in data collection, the characteristics of the population, the sampling technique, and the procedures of data collection and treatment were described.

The instrument used was a need assessment questionnaire asking perceptions on faculty development aims, faculty development methods, organizational arrangements for faculty development, and general questions relating to faculty development. The questionnaire was firstly developed in English and then translated into Thai. Only the Thai version of questionnaire was used in data collection.

The sample of this study was randomly selected from a list of 1981-1982 full-time academic staff who were working at four metropolitan campuses of a selected university in Thailand. The data collection was conducted on the reseacher's behalf by a reliable representative in Thailand. Of 201 questionnaires distributed, 128 (63.7 %) returned questionnaires were usable.

The data from the questionnaires were examined, coded and transferred to computer for analysis. They were analyzed using frequencies procedure to calculate frequencies, percentage distribution, and mean scores; *t*-test procedure; ANOVA; and the Scheffe' test. In addition, a special computer program was written to calculate mean demand scores.

CHAPTER 4

THE FINDINGS AND DISCUSSION

In this chapter, the results of data analysis are reported. A profile of respondents describes characteristics of the respondents in terms of position, campus, faculty, academic rank, qualification, number of years of experience at the university under study, and type of previous full-time job. Following the profile of the respondents, the findings relative to aims, methods and organizational arrangements of faculty development are discussed. The data analysis addresses each of the sub-problems outlined in Chapter 1. A summary of the findings is presented at the end of the chapter.

Profile of the Sample

The data for this study were provided by 128 respondents. The sample was randomly selected from the population consisting of full-time faculty members and administrators of four campuses of a selected university in a metropolitan area of Thailand. The characteristics of the respondents are summarized in Table 4.1.

Table 4.1

Percentage Distribution of Characteristics
of Respondents in the Total Sample
(N=128)

Characteristics	Number	Percent
Position		
Faculty member	89	69.6
Administrator	39	30.4
Total	128	100.0
Campus		
Campus #1	47	36.7
Campus #2	25	19.5
Campus #3	31	24.2
Campus #4	25	19.5
Total	128	100.0
Faculty		
Education	30	23.4
Sciences	31	24.2
Social Sciences	23	18.0
Humanities	31	24.2
Not specified	13	10.2
Total	128	100.0
Academic rank		
Lecturer	71	55.5
Assistant professor	46	35.9
Associate professor	9	7.0
Professor	1	0.8
Not specified	1	0.8
Total	128	100.0
Qualification		
Bachelor's degree	13	10.1
Master's degree	106	82.8
Doctoral degree	8	6.3
Not specified	1	0.8
Total	128	100.0

Table 4.1 (continued)

Characteristics	Number	Percent
Experience at the university		
5 years or less	24	18.8
6 to 10 years	50	39.1
11 to 15 years	31	24.2
16 years or more	23	17.9
Total	**128**	**100.0**
Most Recent Full-Time Job		
None	10	7.8
Non-educational fields	20	15.6
Elem. or Sec. schools	22	17.2
Higher education	11	8.6
Not responded	65	50.8
Total	**128**	**100.0**

The majority of the respondents (69.6 %) were faculty members, while the remainder (30.4 %) held administrative positions, including deparment heads, associate deans, and vice presidents.

Of the total number of respondents, 47 or 36.7 percent were working at campus #1, which is the main campus; 25 or 19.5 percent at campus #2; 31 or 24.2 percent at campus #3; and 25 or 19.5 percent at campus #4.

Thirty respondents or 23.4 percent worked in the Faculty of Education; 31 or 24.2 percent in the Faculty of Sciences; 23 or 18.0 percent in the Faculty of Social Sciences; 31 or 24.2 percent in the Faculty of Humanities; and 12 or 9.4 percent in other faculties, including the Faculty of Graduate Studies, the Center for Child

Development Research, and central offices.

In terms of academic rank, the majority (55.5 %) were lecturers while 35.9 percent were assistant professors, 7 percent associate professors, and only one respondent was a full professor.

Most respondents (82.8 %) held master's degrees, while 10.1 and 6.3 percent held bachelor's and doctoral degrees, respectively.

In terms of number of years of experience at the university under study, 18.8 percent fell into the category of five years or less; 39.1 percent of six to ten years; 24.2 percent of 11 to 15 years. The remaining 17.9 percent had worked there for 16 years or longer.

Only 49.2 percent of the respondents answered whether or not they had full-time work prior to the assignment at the selected university in Thailand. Among those who did, 20 indicated that they had worked in noneducational professions. Only 11 had experience in higher education, while 22 had worked in elementary or secondary schools.

The characteristics of the faculty members and the administrators of a selected university in Thailand revealed some interesting findings. The largest number of respondents were on the main campus of the university. Almost one-fourth of the respondents were in Education, Sciences, and Humanities, with less than one-fifth in Social Sciences. Over half held an academic rank of lecturer;

four-fifth had a master's degree; and a majority had been working at the university under study for a period of ten years or less. Of those who specified previous experience, the largest number had worked in elementary or secondary schools.

Aims of Faculty Development

Sub-problem 1: *What are the perceptions regarding the aims of faculty development?*

The findings relative to the perceptions of the total sample regarding sixty-seven aims of faculty development are presented in the following manner: degree of need, categorization of degree of need, aims of high need, and aims of low need.

Degree of Need

Mean scores (MS) were used to determine degree of need for faculty development aims. In order to compare the degree of needs among the aims, the mean scores were ranked from the highest to the lowest. The highest mean score suggests the highest degree of need while the lowest mean score suggests the lowest degree of need. The mean scores and rank order of the aims of faculty development perceived by the total sample are presented in Table 6.1, Appendix B (p. 192). The table shows an average mean score of 3.58 for all aims, which indicates a somewhat stronger than a moderate need. In general, these aims were perceived as appropriate for faculty development programs in the university under study.

Categorization of Degree of Need

The faculty development aims were categorized in terms of degree of need. They were grouped according to the mean scores into four categories of approximate quartiles. The first group consisted of aims that were categorized as high need while the last category represented aims that were perceived to be of low need. In between groups represented fairly high and moderate needs.

Table 4.2 exhibits categories of degree of need. There were seventeen aims categorized as high need (3.80-4.55), eighteen aims as fairly high need (3.54-3.79), sixteen aims as moderate need (3.35-3.53), and sixteen aims as low need (2.32-3.34).

Table 4.2

Categorization of Degree of Need for the Aims of Faculty Development by the Total Sample (N=128)

Degree of Needs	**Mean Score Range**	**Number in Category**	**Range of Ranks**
High	3.80-4.55	17	1 - 17
Fairly High	3.54-3.79	18	18 - 34
Moderate	3.35-3.53	16	35 - 52
Low	2.32-3.34	16	53 - 67

Aims of High Need

Seventeen aims which were categorized as having high mean scores are listed in Table 4.3. The aim which had the highest mean score (4.58) was to increase knowledge in fields related to one's own teaching specialty. It was followed by the aim referring to updating knowledge in one's own area of specialization (4.45), and to learning how to use self-evaluation techniques to improve teaching performance (4.21).

Most of the aims receiving a high rating were related to instructional improvement and personal development. It can be inferred from these findings that instructional improvement is considered to be one of the most important components of faculty development.

Table 4.3

Faculty Development Aims Receiving High Mean Scores by Total Sample (N=128)

Item No.	Aim	Mean Score	Rank
14.	To increase knowledge of fields related to one's own teaching specialty.	4.58	1
20.	To update knowledge in own area of specialization.	4.45	2
15.	To learn how to use self-evaluation techniques to improve teaching performance.	4.21	3
2.	To develop knowledge and skills in human relations.	4.16	4
16.	To develop an awareness of one's reponsibilty towards colleagues and professional associations.	4.11	5
10.	To learn to integrate content activities with other courses.	4.04	6
67.	To learn to use techniques other than verbal in teaching.	3.96	7
48.	To conduct research related to the instructor's own course and teaching.	3.94	8
56.	To learn about educational innovation in higher education.	3.93	9
3.	To learn about this institution's problems related to implementation of instructional programs.	3.86	10
55.	To improve discussion techniques in teaching.	3.85	11

Table 4.3 (continued)

Item No.	Aim	Mean Score	Rank
63.	To develop skill in making learning relevant for students.	3.84	12
19.	To develop communication practices which encourage good public relations.	3.83	13
11.	To improve skills in using audio-visual equipment and materials.	3.81	14
18.	To improve own performance to meet expectations of students, parents and public.	3.80	16
21.	To develop good working relationships with colleagues.	3.80	16
31.	To learn ways of reinforcing learning.	3.80	16

Aims of Low Need

Table 4.4 lists sixteen aims which had low mean scores. Among the sixteen aims categorized as low need, the one that received the lowest rating (2.32) was to acquire the knowledge of the history of the university. The second and the third lowest rated aims were to know the characteristics of the student body of one's own campus (2.92) and to learn how to use one's leisure time (3.08), respectively. In general, most of the aims receiving low ratings were those relating to student needs and university setting. Low ratings for these two areas suggest that fairly adequate attention is already given to these areas or that

Table 4.4

Faculty Development Aims Receiving Low Mean Scores
by Total Sample
(N=128)

Item No.	Aim	Mean Score	Rank
23.	To understand the role of the academic staff in this campus.	3.34	53
37.	To learn about political and socio-economic factors influencing this campus.	3.34	53
40.	To develop a commitment to the goals of the university.	3.34	53
9.	To learn the psychology of the adult student.	3.33	55.5
65.	To develop skills in using games and stimulation in teaching.	3.33	55.5
43.	To develop a sensitivity for students' emotional and social needs.	3.32	57.5
50.	To learn about the operation and function of the unversity's educational media (includes library).	3.32	57.5
54.	To learn about grouping students for instruction.	3.30	59
49.	To learn to write programmed course units.	3.27	60
45.	To understand theories of social organizations.	3.23	61.5
51.	To learn about the functions of administration in this campus.	3.23	61.5

Table 4.4 (continued)

Item No.	Aim	Mean Score	Rank
44.	To learn about accepted policies regarding student admissions and attendance.	3.18	63
33.	To learn about youth culture.	3.11	64
38.	To learn how to use one's leisure time.	3.08	65
60.	To know the characteristics of this campus' student body.	2.92	66
5.	To acquire a knowledge of the history of this university.	2.32	67

the respondents did not consider them to be important.

It is worth noting that even though sixteen aims were categorized as low need, only two of them had mean scores lower than 3.00 which was classified as a moderate need on the one-to-five Likert-type scale. These findings suggest that all of the aims listed in the questionnaire were appropriate for faculty development programs at this university. Another interesting finding was that the aim receiving the lowest rating had a mean score which was much lower than that of the aim receiving the second lowest rating. Ranking of acquisition of knowledge of the history of the university as the last item could be interpreted that the respondents were either fully knowledgeable about the university setting or simply viewed it to be less important than all other aims.

Methods of Faculty Development

Sub-problem 2: *What are the perceptions regarding the methods of faculty development?*

The perceptions of the total sample regarding the thirty-one methods of faculty development are presented in this section. This presentation comprises perceptions of actual practices, preferred practices, degree of need, categorization of degree of need, and methods of high and low needs.

Actual Practices

The extent to which the methods of faculty development were actually practiced was determined by their mean scores. Table 6.2, Appendix B (p. 198), presents mean scores and a rank order of faculty development methods actually practiced as perceived by all respondents.

The method perceived to be most commonly used was workshops or seminars dealing with curriculum development (2.30). It was followed by faculty exchange programs with other institutions (1.96). Two methods receiving the third highest mean score (1.95) were workshops, seminars, or short courses on subject matter; and workshops or programs on academic advising and counseling.

The method receiving the lowest rating was classroom visitation by an instructional resource person (1.26). The second and third lowest in the ranking were simulated procedures (1.38), and formal assessments by colleagues (1.39), respectively.

The mean scores of the actual practice of the methods were very low, ranging from 1.26 to 2.30 on a five-point Likert-type scale. These low scores indicate a limited emphasis on faculty development in this university.

Preferred Practices

Table 6.3, Appendix B (p. 201), presents mean scores and a rank order of preferred faculty development methods as perceived by all respondents. Each mean score indicates degree of preference for that method, and the rank order provides a comparison of preference among these methods.

The method perceived to be the most preferable was workshops or seminars on research and scholarship skills (4.23). It was followed by workshops, seminars, or short courses on subject matter (4.13), and special professional library (4.02). Three methods receiving the lowest ratings were informal assessment by colleagues (3.27), systematic teaching or course evaluations by an administrator (3.22), and classroom visitation by an instructional resource person (3.10).

The mean scores for preferred practices were fairly high, ranging from 3.10 to 4.23. The respondents perceived that all the methods should receive greater emphasis than at present for faculty development activities.

Degree of Need

According to Mazmanian (1977), degree of need can be determined by the extent to which perceptions of preferred practices differ from those of actual practices. The wider the gap, the higher the degree of perceived need (see Figure 2, p. 9). In order to determine the degree of need for each method of faculty development, a demand score was computed by subtracting the actual score from the preferred score and adding five. Compiling the individual demand scores resulted in a mean demand score for each item. The highest possible mean demand score could have been nine, while a mean demand score of five would indicate no demand. A mean demand score of less than five would suggest that the provision of that particular method of faculty development exceeded the perceived need.

The mean demand scores and a rank order of all the methods of faculty development are presented in Table 6.4, Appendix B (p. 204). The difference between the mean demand score of the faculty development method receiving the lowest rating (6.69) and the one receiving the highest rating (7.36) was minimal. Since all methods had demand scores well over five, the need for them was clearly indicated.

Categorization of degree of need. Table 4.5 presents the mean demand scores of methods in four categories of approximate quartiles based upon the perceptions of all respondents. According to this categorization, eight methods were categorized as high need, seven as fairly high need, eight as moderate, and eight as low need.

Table 4.5

Categorization of Degree of Need for
Methods of Faculty Development by the Total Sample
(N=128)

Degree of Needs	**Mean Demand Score Range**	**Number in Category**	**Range of Ranks**
High	7.18-7.36	8	1 - 8
Fairly High	7.01-7.17	7	9 - 15
Moderate	6.85-7.00	8	16 - 23
Low	6.69-6.84	8	24 - 31

Methods of high need. Eight methods categorized as having high mean demand scores are listed in Table 4.6. The two methods which had the same highest mean demand scores (7.36) were workshops and seminars on research and scholarship skills, and visitations to other institutions. They were followed by professional and personal development plan (7.24). All eight methods that received high mean demand scores should have an important place in faculty development for the difference between the first (7.36) and the eighth (7.18) was minimal.

Table 4.6

Faculty Development Methods Receiving
High Mean Demand Score by Total Sample
(N=128)

Item No.	Method	MDS	Rank
7.	Workshops or seminars on research and scholarship skills.	7.36	1.5
27.	Visitations to other institutions.	7.36	1.5
20.	Professional and personal development plan.	7.24	3
8.	Workshops, seminars, or programs to improve the management of departmental operations.	7.23	4.5
19.	Senior teachers work closely with new teachers.	7.23	4.5
26.	Special professional library.	7.22	6
15.	System for faculty to assess themselves.	7.20	7
2.	Workshops, seminars, or short courses on subject matter.	7.18	8

Methods of low need. Table 4.7 lists eight methods of faculty development which had low mean demand scores. The method receiving the lowest rating (6.69) was workshops or seminars dealing with curriculum development. The second lowest method was faculty taking courses offered by colleagues (6.77). The ratings for these eight methods were almost homogeneous, and, because for all of them a fairly substantial demand was indicated, each of them could be considered as desirable for faculty development programs.

Table 4.7

Faculty Development Methods Receiving
Low Mean Demand Scores by Total Sample
(N=128)

Item No.	Method	MDS	Rank
13.	Informal assessment by colleagues.	6.84	25
16.	Classroom visitation by an instructional resource person.	6.84	25
30.	Personal counseling provided individual faculty members.	6.84	25
14.	Systematic teaching or course evaluations by an administrator.	6.80	27.5
28.	Faculty exchange programs with other institutions.	6.80	27.5
5.	Workshops, seminars, or programs on institutional goals and types of students.	6.79	29
29.	Faculty take courses offered by colleagues.	6.77	30
3.	Workshops or seminars dealing with curriculum development.	6.69	31

Discussion of Practices and Degree of Need

The findings indicated that there were limited practices of faculty development at the university, and that all thirty-one methods listed in the questionnaire should receive greater emphasis than at present. An analysis of degree of need using mean demand scores suggested that a demand for all the methods was expressed. In addition, a closer examination revealed that preferred practices and degree of need were significantly correlated at .01 level (r=.54). It is advisable for administrators of the university to pay particular attention to highly needed methods.

Organizational Arrangements for Faculty Development

Sub-problem 3: *What are the perceptions regarding the organizational arrangements for faculty development?*

Findings related to this sub-problem are presented in terms of perceptions of the total sample regarding organizational arrangements for faculty development. This presentation comprises perceptions of actual practices, preferred practices, and degree of need.

Actual Practices

The extent to which all items of organizational arrangements for faculty development were practiced was determined by their mean scores. The mean scores of items of each aspect of organizational arrangements were ranked in order to compare the extent of actual practices among these items. Aspects of organizational arrangements were classified as:

1. **timing**, referring to time for faculty development activities;

2. **location**, referring to location for faculty development activities;
3. **personnel**, referring to person(s) assuming active responsibility for faculty development programs;
4. **experts**, referring to person(s) providing expertise for faculty development activities; and
5. **incentives**, referring to provisions encouraging participation of faculty development activities.

Mean scores in this section were used to ascertain the perceptions of existing arrangements for faculty development and to rank the items within each aspect of organizational arrangements. This procedure helped to determine the most and the least popular arrangements in each aspect. Table 6.5, Appendix B (p. 207), presents mean scores and a rank order of items of existing organizational arrangements perceived by respondents. Items in each aspect will be discussed in terms of the highest and the lowest ratings (Table 4.8).

Table 4.8

Organizational Arrangements Receiving
the Highest and the Lowest Ratings as Actual Practices

Aspect	Highest Rating Item	MS	Lowest Rating Item	MS
Timing	During the intersession periods	1.90	During university term	1.62
Location	Campus #1	2.61	Campus #3	1.56
Personnel	Vice-President of own campus	2.48	Faculty committee at own campus	1.89
Expertise	Vice-President of own campus	2.20	Faculty committee at campus #1	1.78
Incentive	Sabbatical leave	3.12	Salary credit for completed program	1.44

Timing. Intersession periods were perceived as the periods of time during which faculty development activities were most frequently organized (1.90). The period of time used least frequently was during the university term (1.62). These findings are similar to the findings of Weleschuck (1977).

Location. Campus #1, the main campus, had the highest mean score in terms of location for faculty development activities (2.61). This finding seems logical because, of the four campuses under study, the main campus has the best resources available for faculty development activities. The last in the ranking was campus #4 (1.56). It should be noted here that campus #4 is different from the rest in that its primary specialization is in the field of physical education.

Personnel. The vice-president of one's own campus was rated the highest (2.48) as the person currently assuming greatest responsibility for faculty development programs. It appears that only the top executive in each campus, vice-president, is actually responsible to a considerable extent in faculty development. Contrary to common practice elsewhere, faculty committee at one's own campus was ranked the last (1.89).

Experts. With regard to person(s) providing expertise for faculty development activities, vice-president at one's own campus received the highest rating (2.20). Faculty committee at one's own campus was rated the lowest (1.78). These findings concur with the findings in the preceding paragraph.

Incentives. Not surprisingly, sabbatical leaves were actually practiced most frequently (3.12). The item related to salary credit for completed programs of faculty development received the lowest rank in these ratings (1.44). The low rating of salary credit may relate to the finding in sub-problem 2 that there is currently only a limited practice of faculty development, or simply indicates that salary credit is not often awarded for completing programs in faculty development.

Preferred Pactices

Table 6.6, Appendix B (p. 210), presents mean scores and a rank order of the items for each aspect of organizational arrangements as preferred by the respondents. Each mean score indicates degree of preference for that item, while rank order shows a comparison of the preferences among items in each aspect of organizational arrangements.

As in the previous section, items in each aspect of faculty development are discussed in terms of the highest and the lowest degree of preference (Table 4.9).

Table 4.9

Sub-Items of Organizational Arrangements Receiving the Highest and the Lowest Ratings as Preferred Practices

	Highest Rating		Lowest Rating	
Aspect	**Sub-Item**	**MS**	**Sub-Item**	**MS**
Timing	During the inter-session periods	3.61	During university term	2.94
Location	Neigboring univ.	3.98	Campus #4	2.81
Personnel	President of the university	4.28	Faculty committee at own campus	3.47
Experts	Special. consult. from outside	4.10	Faculty committee at own campus	3.32
Incentive	Travel funds to attend profess. conferences	4.27	Salary credit for completed program of faculty development	3.17

Timing. The most preferred time for faculty development activities was during intersession periods (3.61). The least preferable time was during the university term (2.94).

Location. A neighboring university was the most preferable choice of location for faculty development activities (3.98). It appears that there is a strong preference for activities away from one's own campus. The least preferred location was campus #4, the physical education campus (2.81).

Personnel. The president of the university was the most preferred person for assuming responsibility for faculty development programs (4.28). It is interesting that the respondents preferred the highest executive for this purpose. This finding seems to relate to an earlier item where the vice-president (top executive of each satellite campus) was perceived actually to exercise responsibility for faculty development. Faculty committee at one's own campus was perceived to be the least preferred (3.47).

Experts. With regard to providing expertise for faculty development activities, specialist consultants from outside the university were placed at the top of the ranking (4.10). Once again, this finding demonstrates the preference for input from outside. Faculty committee at one's own campus received the lowest rating (3.32).

Incentives. Travel funds for attending professional conferences was ranked as the most preferred incentive (4.27). Salary credit for completed programs of faculty development was least preferred (3.17).

High preference for a neighboring university as a choice of location, specialist consultants from outside as persons providing expertise and travel funds as incentives may indicate that the existing resources within the university are either inadequate or inappropriate for the purposes of faculty development. At the same time, however, it should be noted that all of the items for organizational arrangements received fairly high ratings. Perhap, indeed, respondents were prepared to accept whatever arrangements could be provided.

Degree of Need

Mean demand scores were also used to determine the degree of perceived need for improved organizational arrangements for faculty development. Rank order based on mean demand scores of items under each aspect were used to prioritize degree of need for improved organizational arrangements among all items. Mean demand scores and a rank order of all the items are listed in Table 6.7, Appendix B (p. 213). Table 4.10 presents items receiving the highest and the lowest ratings in each aspect of organizational arrangements.

Table 4.10

Organizational Arrangements Receiving the Highest and the Lowest Mean Demand Scores

Aspect	Highest Rating Item	MDS	Lowest Rating Item	MDS
Timing	During the inter-session periods	6.70	During university term	6.33
Location	Neighboring univ.	6.81	Campus #1	6.11
Personnel	Vice-President acad. affairs	6.98	Faculty committee at own campus	6.55
Expertise	Special. consult. from outside	7.08	Vice-President of own campus	6.34
Incentive	Travel grant to update knowledge	7.40	Sabbatical leave	6.09

Timing. The greatest need for improved time arrangements for faculty development activities was during intersession periods (6.70). During the university term arrangements were considered to need the least improvement (6.33).

Location. The provision of faculty development activities at a neighboring university was regarded as most in need of improvement as choice of location (6.81). The lowest mean demand score for location related to campus #1, the main campus (6.11). Evidently, faculty development activities were developed more nearly as desired on the main campus than elsewhere.

Personnel. The vice-president in charge of academic affairs was rated as the person that needed more improvement than others in assuming such responsibility (6.98). Faculty committee at one's own campus was perceived to need least impovement (6.55), although the mean demand score indicated a fair level of need for improvement here also.

Experts. With regard to providing expertise for faculty development activities, specialist consultants from outside the university received the highest mean demand score (7.08). Interestingly, vice-president at one's own campus received the lowest rating (6.52), indicating a lower need for improvement than others.

Incentives. Travel grants to refresh or update knowledge was given the first rank (7.40). Sabbatical leave provision, rated as the most frequent practice, was given the lowest rank in terms of degree of need (6.09). It appears that sabbatical leaves are sufficiently provided and thus were not perceived as in need of as much improvement as were the other items.

Discussion of Practices and Degree of Need

The findings indicated that there were limited practices of faculty development at the university. An analysis of degree of need using a mean demand score showed a certain degree of need for an organizational arrangement in each aspect. Closer examinations revealed that preferred practices and degree of need were significantly correlated at .01 level on the aspect of person(s) providing expertise for faculty development activities, and at .05 level on the aspects of timing for faculty development activities and person(s) assuming active responsibility for faculty development programs.

Differences in Faculty Members' and Administrators' Perceptions

Sub-problem 4: *What are differences between faculty members' and administrators' perceptions regarding the aims, methods and organizational arrangements of faculty development?*

This section presents the findings relative to differences between faculty members' and administrators' perceptions regarding aims, methods, and organizational arrangements of faculty development. The findings are based on the statistical analysis of data from the usable questionnaires returned by 89 (69.6 %) faculty members and 39 (30.4 %) administrators.

Aims of Faculty Development

In order to determine whether there were any significant differences between faculty members' and administrators' perceptions regarding faculty development aims, a non-directional *t*-test procedure was used with the significance level set at .05. Table 6.8 of Appendix B (p. 216) lists the results of the *t*-test on all differences in mean scores of all faculty development aims by faculty members and administrators. No significant differences were found. The findings, therefore, suggest high homogeneity between faculty members' and administrators' perceptions of the importance of the faculty development aims.

Methods of Faculty Development

The *t*-test results determining differences between faculty members' and administrators' mean demand scores on all thirty-one faculty development methods are listed in Table 6.9, Appendix B (p. 222). The table shows similarity of the ratings by the two groups. Only one comparison indicated a statistical difference in mean demand score, at a significance level of .01. The method, workshops or seminars on student testing, was rated significantly higher by administrators than by faculty members.

Although this method did not fall into the category of highest need (see Table 4.6, p. 69), the significant difference in mean demand scores suggests that administrators perceived a greater need for improvement in this method than did the faculty members. None of the other differences reached statistical significance.

Organizational Arrangements for Faculty Development

In Table 6.10, Appendix B (p. 225), the *t*-test results determining differences in mean demand scores on all items of organizational arrangements are presented. It was found that faculty members and administrators also perceived similar needs for organizational arrangements. Only one item was rated differently at a .01 level of significance. The administrators rated the item referring to any of the four campuses located in other cities as the location for faculty development activities significatly higher than did the faculty members. According to this finding, administrators were inclined to place greater emphasis on improving faculty development activities at a campus located in other cities than did faculty members.

Differences in Perception by Respondents' Characteristics

Sub-problem 5: *How are the differences in perceptions regarding the aims, methods, and organizational arrangements of faculty development related to campus, faculty, academic rank, qualification, experience at the university under study, and most recent full-time job?*

This section focusses on differences in perceptions of aims, methods and organizational arrangements of faculty development among respondents classified by campus, faculty, academic rank, qualification, number of years of experience at the university, and type of most recent full-time job.

For this purpose, the one-way analysis of variance (ANOVA) and the Scheffe' multiple comparison of means tests were used. The ANOVA test was used to determine whether there were any differences between mean scores (for aims only) or between mean demand scores (for methods or organizational arrangements) among groups. For this test the significance level was set at .05. The Scheffe' test was used to determine the location and direction of the differences among groups with the significance level set at 0.10.

Differences by Campus

The respondents in this study were drawn from four campuses of the university. These campuses are all located in a metropolotan city of Thailand.

Aims of faculty development. Table 6.11 of Appendix B (p. 228) lists the results of ANOVA and the Scheffe' tests determining differences in mean scores of all faculty development aims among respondents from the four campuses. The table shows that there were significant differences on only seven out of sixty-seven aims. Table 4.11 lists the aims on which respondents differed by campus.

The respondents from campus #4 rated the following aims significantly higher than did the respondents from campus #3: to learn about this institution's problems

Table 4.11

Faculty Development Aims Which Indicated
Significant Differences by Campus

Item No.	Aim	Grp1* N=47 MS	SD	Grp2* N=25 MS	SD	Grp3* N=31 MS	SD	Grp4* N=25 MS	SD	ANOVA F	P	Scheffe' ($p \leq 0.10$)
1.	To understand the philosophy underlying this university.	3.79	1.00	3.29	0.91	3.61	1.12	4.20	0.91	3.60	0.02	4>2
3.	To learn about this institution's problems related to implementation of instructional programs.	3.77	0.94	3.84	0.85	3.65	1.05	4.32	0.75	2.83	0.04	4>3
30.	To develop strategies for evaluating instructional objectives.	3.56	0.92	3.84	0.94	3.37	0.89	4.00	0.87	2.75	0.05	4>3
36.	To learn to write instructional objectives for programs, courses and topics.	3.33	1.28	3.52	0.92	3.19	1.11	4.04	0.84	3.18	0.03	4>3,4>1
39.	To learn how to prepare independent study materials.	3.48	1.19	3.40	0.76	3.26	1.12	4.04	0.79	2.93	0.04	4>3
56.	To learn about educational innovation in higher education.	3.67	1.11	3.84	0.90	4.06	0.93	4.32	0.75	2.77	0.04	4>1
59.	To learn to prepare materials for programmed, multi-media approaches to teaching.	3.37	1.04	3.40	1.00	3.74	1.18	4.20	0.87	4.00	0.01	4>1,4>2

Campus:

Grp1* = Campus #1
Grp2* = Campus #2
Grp3* = Campus #3
Grp4* = Campus #4

related to implementation of instructional programs; to develop strategies for evaluating instructional objectives; to learn to write instructional objectives; to learn how to use one's leisure time; and to learn how to prepare independent study materials.

The respondents from campus #4 rated two faculty development aims significantly higher than did their counterparts from campus #2. These aims were to understand the philosophy underlying the university; and to learn to prepare materials for programed, multi-media approaches to teaching.

The respondents from campus #4 rated the following three aims significantly higher than did the group from campus #1: to learn to write instructional objectives for programs, course and topics; to learn about educational innovation in higher education; and to learn to prepare materials for programs, multi-media approaches to teaching.

According to these findings, all seven statistically significant differences among groups involved respondents from campus #4. Although there was no pattern in terms of modes of faculty development related to these aims, there was an indication that respondents on campus #4 perceived their need more strongly than did respondents on other campuses. It seems advisable, therefore, for planners of faculty develpment to approach this campus for initial activities of faculty development as these respondents would probably be more receptive than their counterparts from the other campuses.

Methods of faculty development. The results of the ANOVA and the Scheffe' tests on all thirty-one faculty development methods rated by respondents from four campuses are listed in Table 6.12, Appendix B (p. 234). In Table 4.12, the twelve methods showing nineteen significant differences are presented.

Repondents from campus #3 rated the following methods of faculty development to have a significantly higher need for development than did the group from campus #2: workshops or presentations that explore various methods of instruction; workshops or seminars dealing with curriculum development; and workshops or seminars on research and scholarship skills.

The following methods were perceived by respondents from campus #4 to have a significantly higher need for development than by respondents from campus #2: workshops or seminars dealing with curriculum development; workshops or seminars on student testing; workshops or programs on academic advising and counseling; workshops or seminars on research and scholarship skills; workshops or programs on faculty affective development; systematic ratings of instruction by students; formal assessment by colleagues; systematic teaching or course evaluation by an

Table 4.12

Faculty Development Methods Which Indicated Significant Differences by Campus

Item No.	Method	Grp1* N=47		Grp2* N=25		Grp3* N=31		Grp4* N=25		ANOVA		Scheffe' $(p \leq 0.10)$
		MDS	SD	MDS	SD	MDS	SD	MDS	SD	F	P	
1.	Workshops or presentations that explore various methods of instruction.	6.98	1.16	6.57	0.99	7.45	1.26	7.24	1.33	2.69	0.05	3>2
3.	Workshops or seminars dealing with curriculum development.	6.51	1.08	6.17	1.20	7.03	1.11	7.08	1.22	3.94	0.01	4>2,3>2
4.	Workshops or seminars on student testing.	6.91	1.18	6.50	1.25	7.20	1.10	7.44	1.23	2.94	0.04	4>2
6.	Workshops or programs on academic advising and counseling.	6.93	1.23	6.33	0.92	7.06	1.26	7.48	1.01	4.24	0.01	4>2
7.	Workshops or seminars on research and scholarship skills.	7.40	1.07	6.63	1.21	7.63	1.10	7.68	1.14	4.73	0.00	4>2,3>2, 1>2
11.	Systematic ratings of instruction by students.	7.16	1.48	6.42	1.18	7.26	1.00	7.60	1.19	3.87	0.01	4>2
12.	Formal assessments by colleagues.	7.07	1.35	6.50	1.18	6.77	1.06	7.56	1.19	3.50	0.02	4>2
14.	Systematic teaching or course evaluations by an administrator.	6.88	1.31	6.13	1.08	6.65	1.14	7.48	1.23	5.35	0.00	4>2,4>3
16.	Classroom visitation by an instructional resource person.	6.81	1.40	6.33	1.13	6.77	1.31	7.46	1.14	3.16	0.03	4>2
17.	Analysis of in-class video tapes.	7.26	1.38	6.33	1.01	6.81	1.14	7.48	1.36	4.34	0.01	4>2,1>2
28.	Faculty exchange programs with other institutions.	7.17	1.25	6.13	1.08	6.52	1.26	7.16	1.49	4.58	0.00	4>2,1>2
30.	Personal counseling provided individual faculty members.	7.07	1.28	6.26	0.75	6.70	1.15	7.16	1.34	3.15	0.03	4>2,1>2

Campus:

Grp1* = Campus #1	Grp2* = Campus #2
Grp3* = Campus #3	Grp4* = Campus #4

administrator; classroom visitation by an instructional resource person; analysis of in-class videotape; faculty exchange programs with other institutions; personal counseling provided for individual faculty members; and circulation of newsletters, articles, etc.

Respondents from campus #1 rated the following methods as having a significantly higher mean demand scores than repondents from campus #2: workshops or seminars on research and scholarship skills; analysis of in-class video tape; faculty exchange programs with other institutions; and personal counseling provided for faculty members.

Of thirty-one methods, twelve comparisons by campus groups reached significant differences. Once again, respondents from campus #4 perceived a higher need for an increased emphasis on most of these methods than did the respondents from other campuses. This comfirms the suggestion that campus #4 should be considered as an initial target group for faculty development programs.

Conversely, respondents from campus #2 expressed their perception of the emphasis on these twelve faculty development methods significantly lower than did the other groups, especially those representing campus #4. Lack of pedagogical training by students prior to enrolling at this campus could have affected the respondents' perceptions in that these methods may not have been regarded as appropriate by them.

Organizational arrangements. In Table 6.13, Appendix B (p. 237), the results of ANOVA and the Scheffe' tests of the thirty-one items relating to organizational arrangements are presented. The two items on which perceptions differed significantly by campus are shown in Table 4.13.

Respondents from campus #3 felt significantly more strongly than did their counterparts on campus #2 that the vice-president in charge of academic affairs should receive greater emphasis than at present as the person providing expertise for faculty development activities. On the item regarding salary credit for completed programs of faculty development as an incentive encouraging particpation, respondents from campuses #4 and #3 perceived the need for increased emphasis here more significantly than did their counterparts from campus #1. Respondents from campus #4 also also rated this item significantly higher than did the respondents from campus #2.

There was a high degree of similarity in the perceptions of the methods among the respondents by campus. Only two methods received significantly different ratings. For these two methods, it appears that the age of the campuses may have accounted for these differences. The older the campus the lower the expressed need for a change in the emphasis upon these organizational arrangements for faculty development.

Table 4.13

Items of Organizational Arrangements Which Indicated Significantly Differences by Campus

Organizational Arrangements Aspect	Item	Grp1* N=47 MDS	 SD	Grp2* N=25 MDS	 SD	Grp3* N=31 MDS	 SD	Grp4* N=25 MDS	 SD	ANOVA F	 P	Scheffe' ($p \leq 0.10$)
Timing	Summer session	6.46	1.19	6.33	1.15	6.45	1.34	7.26	1.32	2.77	0.04	
Experts	Vice-President (Acad.)	6.88	1.15	5.94	0.94	7.00	1.31	6.79	1.31	3.11	0.03	3>2
Incentives	Salary credit for completed programs of faculty development	6.17	1.41	6.32	1.16	7.10	1.47	7.46	1.59	5.37	0.00	4>2,4>1 3>2

Campus:

Grp1* = Campus #1
Grp2* = Campus #2
Grp3* = Campus #3
Grp4* = Campus #4

Differences by Faculty

The respondents classified by faculty were: Faculty of Education, Faculty of Sciences, Faculty of Social Sciences, and Faculty of Humanities. The group labelled "Others," which included respondents from the Faculty of Graduate Studies, the Center for the Study of Child Development, and Central Offices, was excluded from the data analysis because it lacked commonalities among the respondents.

Aims of faculty development. Table 6.14 of Appendix B (p. 240) lists the results of the ANOVA and the Scheffe' tests of all faculty development aims among the four faculty groups. Table 4.14 lists the seventeen of the sixty-seven aims on which twenty-seven statistically significant differences of means were observed.

Respondents from the Faculty of Education rated the following aims significantly higher than did those from the Faculty of Sciences: to develop knowledge and skills in human relation; to develop communication skills for instructing in student-opinion oriented programs; to learn how to conduct social science research; to learn how to structure learning experience (e.g., simple to complex); to learn ways of reinforcing learning; to learn how to construct instruments for evaluating students' progress; to learn how to prepare independent study materials; to learn theories of teaching and learning of adult students;

Table 4.14

Faculty Development Aims Which Indicated
Significant Differences by Faculty

Item No.	Aim	Grp1* N=30		Grp2* N=31		Grp3* N=23		Grp4* N=31		ANOVA		Scheffe' ($p \leq 0.10$)
		MS	SD	MS	SD	MS	SD	MS	SD	F	P	
2.	To develop knowledge and skills in human relations.	4.37	0.61	3.87	0.81	4.30	0.76	4.06	0.73	2.87	0.04	1>2
4.	To learn how to individualize instruction.	3.63	0.93	3.13	1.12	3.13	0.76	3.68	0.91	2.95	0.04	
22.	To understand the role of guidance and counseling services on this campus.	3.80	1.06	3.16	1.07	2.96	1.11	3.47	0.94	3.41	0.02	1>3
24.	To develop communication skills for instructing in student-opinion oriented programs.	3.93	1.01	3.10	1.09	3.61	0.89	3.73	0.74	4.21	0.01	1>2,4>2
27.	To understand the politics involved in education.	3.40	0.86	3.00	1.15	3.74	0.86	3.47	0.90	2.79	0.04	3>2
28.	To learn how to conduct social science research.	3.90	1.06	2.81	1.17	4.04	0.88	3.87	0.94	9.11	0.00	1>2,3>2 4>2
29.	To learn how to structure learning experience (e.g., simple to complex).	3.83	1.02	3.06	1.12	3.52	0.85	3.47	0.97	3.01	0.03	1>2
31.	To learn ways of reinforcing learning.	4.20	0.85	3.52	0.96	3.73	0.94	3.83	0.83	3.08	0.03	1>2
33.	To learn about "youth culture".	3.33	0.99	2.68	0.75	3.00	1.31	3.47	1.01	3.69	0.01	4>2
34.	To learn how to diagnose students' educational needs.	3.63	0.76	3.10	1.08	3.61	0.94	3.70	0.92	2.71	0.05	
35.	To learn how to construct instruments for evaluating students' progress.	3.97	0.81	3.29	1.04	3.65	0.88	3.70	0.75	3.07	0.03	1>2

Table 4.14 (continued)

Item No.	Aim	Grp1* N=30		Grp2* N=31		Grp3* N=23		Grp4* N=30		ANOVA		Scheffe' (p≤0.10)
		MS	SD	MS	SD	MS	SD	MS	SD	F	P	
39.	To learn how to prepare independent study materials.	3.90	0.80	2.97	1.02	3.61	0.94	3.57	1.19	4.64	0.00	1>2
41.	To learn theories of teaching and learning of adult students.	3.73	0.98	2.94	1.09	3.17	1.03	3.53	0.86	3.87	0.01	1>2
42.	To learn the uses of group dynamics.	4.03	0.81	2.97	1.10	3.26	1.10	3.63	0.85	6.77	0.00	1>2, 1>3 4>2
43.	To develop a sensitivity for students' emotional and social needs.	3.73	0.91	2.77	1.15	3.39	1.16	3.20	1.03	4.32	0.01	1>2
45.	To understand theories of social organizations.	3.47	1.01	2.65	1.08	3.43	1.12	3.37	1.00	4.17	0.01	1>2, 3>2 4>2
47.	To learn and apply curriculum planning and development.	4.03	1.00	3.45	0.93	3.78	0.90	3.47	0.82	2.78	0.04	
52.	To learn about community services and human resources available to this campus.	3.62	1.05	3.03	1.17	3.39	0.78	3.63	0.72	2.61	0.05	
56.	To learn about educational innovation in higher education.	4.37	0.81	3.58	1.06	3.68	1.13	4.03	0.67	4.40	0.01	1>2, 1>3
65.	To develop skills in using game and stimulation in teaching.	3.93	0.83	2.71	1.30	3.04	1.15	3.40	1.07	6.81	0.00	1>2, 1>3
67.	To learn to use techniques other than verbal in teaching.	4.43	0.73	3.55	1.12	3.74	0.75	3.93	0.83	5.56	0.00	1>2, 1>3

Faculty:

Grp1* = Faculty of Education
Grp3* = Faculty of Social Sciences
Grp2* = Faculty of Sciences
Grp4* = Faculty of Humanities

to learn the uses of group dynamics; to develop a sensitivity for students' emotional and social needs; to understand theories of social organizations; to learn about educational innovation in higher education; to develop skills in using game and stimulation in teaching; and to learn to use techniques other than verbal in teaching.

The following faculty development aims were rated by respondents from the Faculty of Education significantly higher than did their counterparts from the Faculty of Social Sciences: to understand the role of guidance and counseling services on one's own campus; to learn the uses of group dynamics; to learn about educational innovation in higher education; to develop skills in using game and stimulation in teaching; and to learn to use techniques other than verbal in teaching.

Respondents from the Faculty of Humanities rated the following faculty development aims significanly higher than those from the Faculty of Sciences: to develop communication skills for instruction in student-opinion oriented programs; to learn how to conduct social science research; to learn the uses of group dynamics; and to understand theories of social organizations.

The faculty development aims rated significantly higher by respondents from the Faculty of Social Sciences than by respondents from the Faculty of Sciences were: to understand the politics involved in education; to learn how to conduct social science research; and to understand theories of social organizations.

In general, respondents from the Faculty of Education perceived these faculty development aims to be more important than did respondents from the Faculties of Sciences and Social Sciences. The higher need for faculty development expressed by Faculty of Education respondents than by other groups supports a similar finding by Ramaiah (1984) in his study of faculty development in a university in Malaysia. The same conclusion as his can be drawn about this finding, namely that the more the respondents have been exposed to teacher training, the greater their perception of the need for faculty development.

Another interesting finding was that the respondents from the Faculty of Sciences expressed a significant lower need for faculty development than did their counterparts from other faculties. These findings suggest a relationship between the nature of subject being taught and the perceived need for faculty development. Faculty members teaching in the sciences perceived less need for faculty development than those teaching in other areas, particularly education. Perhap they were less aware of the potential improvement that could result from faculty development activities than were their colleagues in other faculties.

Methods of faculty development. The results of ANOVA and the Scheffe' tests of all thirty-one faculty development methods perceived by respondents of four faculty groups are listed in Table 6.15, Appendix B (p. 246). Two methods which showed significant differences in mean demand scores are presented in Table 4.15.

The faculty development method referring to workshops or seminars on student testing had a mean demand score rated by respondents from the Faculty of Education significantly higher than by the Faculty of Humanities, while the method regarding workshops or programs on faculty affective development was rated by respondents from the Faculty of Education significantly higher than by their counterparts from the Faculty of Sciences.

There was a high degree of consensus among respondents by faculty regarding the appropriate emphasis on methods of faculty development. Once again, it was respondents from the Faculty of Education who perceived that two methods should receive significantly greater emphasis than at present than did their counterparts from other faculties.

Table 4.15

Faculty Development Methods Which Indicated
Significant Differences by Faculty

Item No.	Method	Grp1* N=30		Grp2* N=31		Grp3* N=23		Grp4* N=31		ANOVA		Scheffe'
		MDS	SD	MDS	SD	MDS	SD	MDS	SD	F	P	($p \leq 0.10$)
4.	Workshops or seminars on student testing.	7.40	1.22	6.93	1.31	7.36	1.05	6.50	1.07	3.67	0.01	1>4
10.	Workshops or programs on faculty affective development.	7.53	1.07	6.60	1.16	6.95	1.47	6.93	0.98	3.37	0.02	1>2

Faculty:

Grp1* = Faculty of Education
Grp2* = Faculty of Sciences
Grp3* = Faculty of Social Sciences
Grp4* = Faculty of Humanities

Organizational arrangements. Table 6.16, Appendix B (p. 249), presents the results of ANOVA and the Scheffe' tests of all items of organizational arrangements among respondents classified by faculty. Table 4.16 lists the thirteen items which showed sixteen significant differences in mean demand scores.

Under the aspects of preferable time for faculty development activities, respondents from the Faculty of Education perceived a significantly higher need for an increased use of intersession periods for faculty development than did the Faculty of Humanities.

As for an increased use of locations for faculty development activities above present usage, the Faculty of Social Sciences rated campus #3 significantly higher than did their counterparts from the Faculty of Sciences, and respondents from the Faculties of Social Sciences and Education rated campus #4 significantly higher than did the Faculty of Sciences.

The respondents from the Faculty of Sciences and the Faculty of Social Sciences, respectively, rated two items, the vice-president in charge of academic affairs and the dean of one's own faculty as persons assuming responsibility for faculty development programs significantly higher than did the Faculty of Humanities.

Table 4.16

Faculty Development Organizational Arrangements
Which Indicated Significant Differences by Faculty

Organizational Arrangements		Grp1*		Grp2*		Grp3*		Grp4*		ANOVA		Scheffe′
		N=30		N=31		N=23		N=31				
Aspect	Item	MDS	SD	MDS	SD	MDS	SD	MDS	SD	F	P	($p \leq 0.10$)
Time	Intersession	7.21	1.26	6.54	1.10	6.58	1.12	6.34	1.34	2.69	0.05	1>4
	Summer session	6.93	1.28	6.36	1.37	6.95	1.36	6.07	1.00	3.24	0.03	1>4
Location	campus #3	6.36	1.14	5.58	0.90	6.70	0.82	6.43	1.33	3.14	0.03	3>2
	campus #4	6.46	1.22	5.53	0.80	6.80	0.79	6.00	1.24	3.85	0.01	3>2, 1>2
Personnel	Vice-President (Acad.)	7.16	0.90	7.69	1.40	7.36	1.65	7.36	1.18	3.79	0.01	2>4
	Dean of own faculty	7.19	1.11	7.20	1.55	7.53	1.74	6.37	1.28	2.95	0.04	3>4
	Faculty development officers	7.04	1.20	6.13	1.49	7.33	1.50	6.14	1.28	3.81	0.01	
Experts	Vice-President (Acad.)	7.00	0.91	6.89	1.45	7.27	1.33	6.20	0.95	2.75	0.05	3>4
	Dean of own faculty	7.04	1.02	7.13	1.60	7.21	1.55	6.12	1.27	3.32	0.02	3>4, 2>4
	Dept.head of own dept.	7.11	1.05	6.33	1.31	6.63	1.38	6.15	1.15	3.12	0.03	1>4
	Faculty dev. officer	6.75	0.94	6.17	1.24	7.00	1.36	5.85	1.09	3.90	0.01	3>4, 1>4
Incentives	Teaching load reduc.	7.00	1.41	6.55	1.38	7.24	1.34	7.64	1.35	3.24	0.03	4>2
	Grants to update knowledge	7.37	1.24	7.07	1.21	7.52	1.33	7.96	1.04	2.64	0.05	4>2
	Funds to attend prof. conferences	7.41	1.28	6.79	1.13	7.48	1.47	7.89	1.07	3.85	0.01	4>2

Faculty:

Grp1* = Faculty of Education
Grp3* = Faculty of Social Sciences
Grp2* = Faculty of Sciences
Grp4* = Faculty of Humanities

Under the aspect of personnel or person(s) providing expertise for faculty development activities, respondents from the Faculties of Social Sciences, Sciences and Education, respectively, rated three items, the vice-president in charge of academic affairs, a dean of one's own faculty, and a department head of one's own department significantly higher than did the group from the Faculty of Humanities. In addition, the respondents from the Faculties of Social Sciences and Education also preferred a significantly greater extent of involvement in faculty development programs than at present by the dean of one's own faculty and the faculty development officer than did the respondents from the Faculty of Humanities. However, the Faculty of Humanities rated three items related to incentives significantly higher than did their counterparts in the Faculty of Sciences: temporary teaching load reduction, travel grants to updating knowledge, and travel funds to attend professional conferences.

It appears that respondents from the Faculties of Humanities and of Sciences perceived a significant lower need for change in selected organizational arrangements of faculty development than did the respondents from the other two faculties. As for the lower need expressed by the respondents from the Faculty of Sciences, the interpretation of the findings regarding faculty development aims can be applied here as well.

Differences by Academic Rank

The respondents were classified into three academic ranks: lecturers, assistant professors, and associate and full professors. Associate and full professors were grouped together because there was only one respondent whose academic rank was full professor.

Aims of faculty development. Table 6.17 of Appendix B (p. 252) lists the results of ANOVA and the Scheffe' tests of all faculty development aims among respondents classified by academic rank. A high degree of consensus on the importance of faculty development aims was observed by respondents by academic rank. The three aims which showed five significant differences are presented in Table 4.17.

Lecturers rated the following faculty development aims significantly higher than did associate and full professors: to increase knowledge of fields related to one's own teaching specialty; and to improve skills in using the lecture technique. They also rated improving skills in using the lecture technique statistically higher than did assistant professors.

Assistant professors rated two aims significantly higher than did associate and full professors: to increase knowledge of fields related to one's own teaching specialty; and to learn to use techniques other than verbal in teaching.

Table 4.17

Faculty Development Aims Which Indicated
Significant Differences by Academic Rank

Item		Grp1*		Grp2*		Grp3*		ANOVA		Scheffe'
		N=71		N=46		N=10				
No.	Aim	MS	SD	MS	SD	MS	SD	F	P	(p≤0.10)
14.	To increase knowledge of fields related to one's own teaching specialty.	4.56	0.65	4.72	0.54	4.00	0.82	5.40	0.01	2>3, 1>3
26.	To improve skills in using the lecture technique.	3.90	0.85	3.47	1.04	3.20	1.14	4.41	0.01	1>3, 1>2
67.	To learn to use techniques other than verbal in teaching.	3.94	0.84	4.11	0.96	3.00	1.16	3.24	0.04	2>3

Academic Rank:

Grp1* = Lecturer Grp2* = Assistant professor Grp3* = Associate and full professor

For each of the three aims indicating statistical differences, the group of highest academic rank, associate and full professor, expressed the lowest need.

Methods of faculty development. The results of ANOVA and the Scheffe' tests of all thirty-one faculty development methods by academic rank are listed in Table 6.18, Appendix B (p. 258). Table 4.18 shows eleven methods indicating nineteen significant differences among respondents. It also reveals significant differences on the overall ratings. The respondents with highest academic rank had an overall mean demand score significantly lower than did the other two groups.

Assistant professors perceived the need for a significantly greater emphasis than at present than did associate and full professors on the following eleven methods: workshops or presentations that explore various methods of instruction; workshops, seminars, or short courses on subject matter; workshops or seminars on student testing; workshops, seminars, or programs to improve the management of departmental operations; workshops or presentations that explore general issues or trends in education; formal assessments by colleagues; system for faculty to assess themselves; specialists on campus to assist faculty in use of audiovisual aids; assistance to faculty in use of instructional technology; simulated procedures; and visitations to other institutions.

Table 4.18

Faculty Development Methods Which Indicated Significant Differences by Academic Rank

Item No.	Method	Grp1* N=71 MDS	Grp1* N=71 SD	Grp2* N=46 MDS	Grp2* N=46 SD	Grp3* N=10 MDS	Grp3* N=10 SD	Overall F	Overall P	Scheffe' ($p \leq 0.10$)
1.	Workshops or presentations that explore various methods of instruction.	7.13	1.24	7.21	1.08	6.00	1.25	4.47	0.01	2>3, 1>3
2.	Workshops, seminars, or short courses on subject matter.	7.16	1.12	7.37	1.00	6.40	1.43	3.14	0.05	2>3
4.	Workshops or seminars on student testing.	7.01	1.12	7.18	1.35	6.10	0.88	3.37	0.04	2>3, 1>3
8.	Workshops, seminars, or programs to improve the management of departmental operations.	7.09	1.19	7.61	1.04	6.50	1.27	5.07	0.01	2>3, 2>1
9.	Workshops or presentations that explore general issues or trends in education.	7.03	1.12	7.36	0.94	6.50	1.18	3.09	0.05	2>3
12.	Formal assessments by colleagues.	6.83	1.20	7.34	1.26	6.40	1.35	3.53	0.03	2>3
15.	System for faculty to assess themselves.	6.99	1.27	7.72	1.14	6.50	1.08	6.75	0.00	2>3, 2>1
21.	Specialists on campus to assist faculty in use of audiovisual aids.	6.93	1.10	7.07	0.96	6.10	1.10	3.45	0.03	2>3, 1>3
22.	Assistance to faculty in use of instructional technology.	7.04	1.10	7.38	1.15	6.20	1.47	4.39	0.01	2>3
25.	Simulated procedures.	6.93	1.11	7.23	1.25	6.20	1.23	3.29	0.04	2>3
27.	Visitations to other institutions.	7.38	1.16	7.58	1.10	6.30	1.34	5.01	0.01	2>3, 1>3

Academic Rank:

Grp1* = Lecturer   Grp2* = Assistant professor   Grp3* = Associate and full professor

Lecturers rated the mean demand scores of five faculty development methods significantly higher than did associate and full professors: workshops or presentations that explore various methods of instruction; workshops or seminars on student testing; specialists on campus to assist faculty in use of audiovisual aids; special professional library; and visitations to other institutions.

Assistant professors rated the mean demand scores of two faculty development methods significantly higher than did lecturers: workshops, seminars, or programs to improve the management of departmental operations; and system for faculty to assess themselves.

It appears that associate and full professor perceived the need for a greater emphasis than present on selected faculty development methods significantly less often than did the other two groups. Indeed, it was assistant professors that consistently perceived the need for greater emphasis on the eleven methods that differed statistically from the associate and full professors and on two that differed from the lecturers. These findings may suggest that the assistant professors would be most receptive to the use of these faculty development methods. Perhaps assistant professors should be selected as an initial target group for any faculty development program.

Organizational arrangements. In Table 6.19, Appendix B (p. 261), the results of ANOVA and the Scheffe' tests of all items of organizational arrangements are presented. As shown in the Table 4.19, two items listed under person(s) providing expertise for faculty development activities and four under incentives showed significant differences by academic rank.

Assistant professors rated the need for increased emphasis on the items referring to a dean of one's own faculty and to an associate dean of one's own campus as person(s) providing expertise for faculty development activities significantly higher than did lecturers. Similarly, assistant professors rated the items referring to faculty committee at one's own campus and to specialist consultants from outside the university significantly higher than did associate and full professors.

In terms of incentives, lecturers and assistant professors perceived a significantly higher need for increased emphasis than did associate and full professors on three items: travel grants to refresh or update knowledge; travel funds to attend professional conferences; and visiting scholars programs. The need for an increased emphasis on temporary teaching load reduction was expressed by assistant professors significant higher than by the other two groups.

Table 4.19

Organizational Arrangements Which Indicated
Significant Differences by Acadmic Rank

Organizational	Arrangements	Grp1* N=71		Grp2* N=46		Grp3* N=10		ANOVA		Scheffe'
Aspect	**Item**	**MDS**	**SD**	**MDS**	**SD**	**MDS**	**SD**	**F**	**P**	**(p≤0.10)**
Expertise	Ass. dean of own faculty	6.56	1.37	7.24	1.30	6.50	1.60	3.25	0.04	2>1
	Consultants from outside	7.02	1.37	7.40	1.33	6.13	1.25	3.06	0.05	2>3
Incentives	Teaching load reduction	6.79	1.33	7.66	1.35	6.00	1.00	8.50	0.00	2>3,2>1
	Grants to update knowledge	7.55	1.13	7.39	1.32	6.25	1.28	4.12	0.02	1>3,2>3
	Funds to attend prof. conferences	7.45	1.24	7.39	1.30	6.25	1.28	3.26	0.04	1>3,2>3
	Visiting scholars	7.32	1.23	7.39	1.14	6.22	1.30	3.66	0.03	2>3,1>3

Academic Rank:

Grp1* = Lecturer Grp2* = Assistant professor Grp3* = Associate and full professor

The findings were similar to those presented in the preceding section. Of the six items showing significant differences, it was once again the associate and full professors that indicated a significantly lower mean demand score than the other two groups. Except on two items, assistant professors maintained the highest position in the comparisons.

Differences by Qualification

Under this classification, the respondents were classified according to their highest earned degree. These groups comprised 13 respondents who earned bachelor's degree, 106 the master's degree, and 8 a doctoral degree.

Aims of faculty development. Table 6.20 in Appendix B (p. 264) lists the results of the ANOVA and the Scheffe' tests of all faculty development aims by academic qualification. Table 4.20 shows eight aims that received thirteen significant differences among respondent groups. It also reveals that respondents with doctoral degrees perceived a significantly lower importance for faculty development aims than did the other two groups.

Respondents with master's and bachelor's degrees rated the following five faculty development aims significantly higher than did respondents with doctoral degrees: to understand the administration of educational organizations;

Table 4.20

Faculty Development Aims Which Indicated Significant Differences by Qualification

Item No.	Aim	Grp1* N=13		Grp2* N=106		Grp3* N=8		ANOVA		Scheffe' (p≤0.10)
		MS	SD	MS	SD	MS	SD	F	P	
8.	To understand the administration of educational organizations.	3.92	0.86	3.74	1.00	2.88	1.36	3.06	0.05	1>3,2>3
17.	To acquire knowledge and skills necessary for college teaching but were not acquired from preservice training.	3.77	1.01	3.70	1.08	2.63	1.41	3.69	0.03	1>3,2>3
24.	To develop communication skills for instructing in student-opinion oriented programs.	3.92	0.64	3.59	0.96	2.75	1.49	3.71	0.03	1>3,2>3
28.	To learn how to conduct social science research.	3.85	0.55	3.67	1.15	2.63	1.30	3.55	0.03	1>3,2>3
34.	To learn how to diagnose students' educational needs.	3.77	1.01	3.52	0.87	2.75	1.58	3.13	0.05	1>3,2>3
43.	To develop a sensitivity for students' emotional and social needs.	4.00	0.71	3.28	1.08	2.88	1.25	3.48	0.03	1>3,1>2
51.	To learn about the functions of administration in this campus.	3.77	0.93	3.22	0.99	2.63	1.41	3.27	0.04	1>3
57.	To understand the implication of an "open door" policy in higher education.	3.54	0.78	3.58	0.97	2.63	1.41	3.52	0.03	2>3

Qualification:

Grp1* = Bachelor's degree   Grp2* = Master's degree   Grp3* = Doctoral degree

to acquire knowledge and skills necessary for college teaching but which were not acquired from preservice training; to develop communication skills for instructing in student-opinion oriented programs; to learn how to conduct social science research; and to learn how to diagnose students' educational needs.

Respondents with bachelor's degrees rated the following aims significantly higher than did their counterparts with doctoral degrees: to understand student behavior; to develop a sensitivity for students' emotional and social needs; to learn about the functions of administration in this campus; to learn about community services and human resources available to this campus; and to learn how to prepare independent study materials.

Three faculty development aims were rated significantly higher by respondents with master's degrees than by those with doctoral degrees: to understand the politics involved in education; to learn about educational innovation in higher education; and to understand the implication of an "open door" policy in higher education.

Only one faculty development aim had significantly higher mean scores by respondents with bachelor's degrees than by those with master's degree: to develop a sensitivity for students' emotional and social needs.

There also were significant differences among groups on the overall mean scores, indicating a relationship between the expressed need for faculty development aims and the qualifications of the respondents. Respondents with the highest qualification, doctoral degrees, rated the need for faculty development aims signifcantly lower than did the respondents who were less qualified. But there were no significant differences between the mean scores of the respondents with bachelor's and those with master's degrees. It was rather interesting to note that each of the eight aims that reached significant differences by academic qualification, was rated below 3.00, below moderate need, by respondents with doctoral degrees. Respondents with doctoral degrees seemed reluctant to accept the importance of these aims. This finding may corroborate the concerns expressed by Gaff (1979) about a false conception that those with doctoral degrees are qualified as effective university teachers.

Methods of faculty development. The results of ANOVA and the Scheffe' tests of all thirty-one faculty development methods by respondents with bachelor's, master's and doctoral degrees are listed in Table 6.21, Appendix B (p. 270). Table 4.21 presents the five methods that were perceived differently by the respondent groups.

Table 4.21

Faculty Development Methods Which Indicated
Significant Differences by Qualification

Item		Grp1*		Grp2*		Grp3*		ANOVA		Scheffe'
		N=13		N=106		N=8				
No.	**Method**	**MDS**	**SD**	**MDS**	**SD**	**MDS**	**SD**	**F**	**P**	**($p \le 0.10$)**
8.	Workshops, seminars, or programs to improve the management of departmental operations.	7.08	1.26	7.33	1.11	6.25	1.58	3.38	0.04	2>3
14.	Systematic teaching or course evaluations by an administrator.	7.54	1.13	6.75	1.27	6.25	1.17	3.13	0.05	1>3
27.	Visitations to other institutions.	7.62	1.04	7.40	1.16	6.38	1.41	3.23	0.04	1>3,2>3
28.	Faculty exchange programs with other institutions.	7.62	1.12	6.66	1.34	7.13	1.13	3.34	0.04	1>2
29.	Faculty take courses offered by colleagues.	7.69	1.03	7.69	1.12	6.25	1.04	5.64	0.00	1>3,1>2

Qualification:

Grp1* = Bachelor's degree Grp2* = Master's degree Grp3* = Doctoral degree

The repondents with bachelor's degrees perceived a significantly higher need for an increased emphasis on three methods than did respondents with doctoral degrees: systematic teaching or course evaluations by an administrator; visitations to other institutions; and faculty take courses offered by colleagues.

Repondents with master's degrees rated the mean demand scores of two methods of faculty development significantly higher than did respondents with doctoral degrees: workshops, seminars, or programs to improve the management of departmental operations; and visitations to other institutions.

The repondents with bachelor's degrees regarded the need for an increased emphasis on two methods of faculty development significantly higher than did respondents with master's degrees: faculty exchange programs with other institutions; and faculty taking courses offered by colleagues.

These findings suggest a relationship between expressed need for a changed emphasis in selected methods and qualifications of the respondents; the higher the qualification the lower the perceived need.

Organizational arrangements. In Table 6.22, Appendix B (p. 273), the results of ANOVA and the Scheffe' tests of all items of organizational arrangements as classified by highest degrees earned are presented. The four items that showed statistically significant differences by academic qualification are shown in Table 4.22.

Respondents with bachelor's degrees regarded the need for an increased extent of involvement on three items significantly higher than did those with master's and doctoral degrees: vice-president at one's own campus; and faculty development officer as preferable persons providing expertise for faculty development activities; and funds for developing new courses as incentives encouraging participation. Respondents with bachelor's degrees also felt a significantly higher emphasis should be placed on salary credit for completed programs of faculty development as an incentive encouraging participation than did their counterparts with master's degrees.

From the findings on these four items showing statistical differences, a conclusion similar to that relative to faculty development methods was drawn: the higher the qualification of the respondents the lower the perceived mean demand score for these organizational arrangements for faculty development.

Table 4.22

Organizational Arrangements Which Indicated Significant Differences by Qualification
by Qualification

Organizational Arrangements Aspect	Organizational Arrangements Item	Grp1* N=13 MDS	Grp1* N=13 SD	Grp2* N=106 MDS	Grp2* N=106 SD	Grp3* N=8 MDS	Grp3* N=8 SD	ANOVA F	ANOVA P	Scheffe' ($p \leq 0.10$)
Experts	Vice-President of own campus	7.38	0.92	6.28	1.18	6.00	1.07	3.69	0.03	1>3, 1>2
	Faculty development officer	7.60	0.55	6.36	1.23	6.00	0.53	3.18	0.05	1>3, 1>2
Incentives	Salary credit for completed programs of faculty development	8.00	1.00	6.57	1.49	6.63	1.60	4.74	0.01	1>2
	Funds for developing new courses	8.27	0.90	7.29	1.44	6.38	1.41	4.39	0.01	1>3, 1>2

Qualification:

Grp1* = Bachelor's degree Grp2* = Master's degree Grp3* = Doctoral degree

Differences by Years of Experience at the University

Under this classification, respondents were grouped into four groups by number of years of experience at the university under study: respondents who had been working at the university for five years or less, six to ten years, eleven to fifteen years, and sixteen years or more.

Aims of faculty development. Table 6.23 of Appendix B (p. 276) lists the results of the ANOVA and the Scheffe' tests of all faculty development aims among respondents by years of experience. Four aims that showed significant differences by years of experience are presented in Table 4.23.

Respondents with experience of eleven to fifteen years rated the following three faculty development aims significantly higher than did respondents with five years or less: to learn to integrate content activities with other courses; to acquire knowledge and skills necessary for college teaching but which were not acquired from preservice training; and to improve skills in using the lecture technique.

The aim referring to improving skills in using the lecture technique was rated significantly higher by respondents with five years experience than by respondents with six to ten years and with sixteen years or more.

Table 4.23

Faculty Development Aims Which Indicated
Significant Differences by Years of Experience
at the University

Item No.	Aim	Grp1* N=24		Grp2* N=50		Grp3* N=31		Grp4* N=23		ANOVA		Scheffe'
		MS	SD	MS	SD	MS	SD	MS	SD	F	P	($p \leq 0.10$)
5.	To acquire a knowledge of the history of this university.	2.54	1.06	2.10	0.93	2.17	0.95	2.78	1.38	2.77	0.04	4>2
10.	To learn to integrate content activities with other courses.	4.50	0.59	4.00	0.81	3.71	0.90	4.09	0.90	4.32	0.01	1>3
17.	To acquire knowledge and skills necessary for college teaching but were not acquired from preservice training.	4.08	1.14	3.78	0.98	3.06	1.18	3.65	0.98	4.67	0.00	1>3,2>3
26.	To improve skills in using the lecture technique.	4.25	0.90	3.65	0.93	3.48	1.03	3.48	0.85	3.81	0.01	1>4,1>3, 1>2

Years of experience at the university:

Grp1* = 5 years or less
Grp2* = 6 to 10 years
Grp3* = 11 to 15 years
Grp4* = 16 years or more

Respondents with sixteen years or more experience rated the aim referring to acquiring a knowledge of the history of this university significantly higher than did the respondents who had been working there for five years or less. To acquire knowledge and skills necessary for college teaching but were not acquired from preservice training was rated significantly higher by respondents with six to ten years experience than by those with eleven to fifteen years.

It appears that the groups with the least experience at the university expressed a significantly higher need for faculty development aims than those with more experience. But it was the group with the second most experience that perceived a significantly lower need for selected aims than the other three groups. Although the need for faculty development did not vary directly with the years of experience at the university, these findings suggest that the initial target group for faculty development programs should be the academic staff who have worked at the university for five years or less.

Methods of faculty development. The results of ANOVA and the Scheffe' tests of all thirty-one faculty development methods by respondents according to years of experience are listed in Table 6.24, Appendix B (p. 282). Table 4.24 presents five methods on which groups differed significantly.

Table 4.24

Faculty Development Methods Which Indicated
Significant Differences by Years of Experience
at the University

Item No.	Method	Grp1* N=24		Grp2* N=50		Grp3* N=31		Grp4* N=23		ANOVA		Scheffe'
		MDS	SD	MDS	SD	MDS	SD	MDS	SD	F	P	($p \leq 0.10$)
1.	Workshops or presentations that explore various methods of instruction.	7.25	1.33	7.33	1.09	6.97	1.30	6.43	1.08	3.06	0.03	2>4
2.	Workshops, seminars, or short courses on subject matter.	7.45	1.18	7.39	1.19	7.00	0.87	6.68	1.09	2.81	0.04	
7.	Workshops or seminars on research and scholarship skills.	7.91	1.15	7.43	1.14	7.30	1.09	6.71	1.15	4.11	0.01	1>4
11.	Systematic ratings of instruction by students.	7.26	1.39	7.35	1.25	7.17	1.29	6.43	1.17	2.69	0.05	2>4
21.	Specialists on campus to assist faculty in use of audiovisual aids.	7.52	1.12	6.92	1.08	6.73	0.94	6.48	0.93	4.23	0.01	1>4, 1>3
26.	Special professional library.	7.87	1.32	7.24	1.16	7.17	1.21	6.52	1.36	4.33	0.01	1>4

Years of experience at the university:

Grp1* = 5 years or less
Grp2* = 6 to 10 years
Grp3* = 11 to 15 years
Grp4* = 16 years or more

The respondents with five years or less experience at the university perceived a significantly higher need for an increased emphasis on three methods of faculty development than did respondents with sixteen years or more: workshops or seminars on research and scholarship skills; specialists on campus to assist faculty in use of audiovisual aids; and special professional library. Repondents with the five years or less experience also perceived a significantly higher mean demand score for specialists on campus to assist faculty in use of audiovisual aids than did respondents with eleven to fifteen years.

Respondents with six to ten years experience rated the need for an increased emphasis on two methods significantly higher than did their counterparts with sixteen years or more: workshops or presentations that explore various methods of instruction; and systematic ratings of instruction by students.

These findings show a negative relationship between degree of perceived need for an increased emphasis on selected faculty development methods and the length of experience at the university. As expected, those who had worked longer at the university tended to perceive less need for an increased emphasis on selected faculty development methods. It would appear that as the years of experience at the university increased, the academic staff gained more confidence in their jobs and perceived less of a need for a shift of emphasis on methods of faculty development.

Organizational arrangements. In Table 6.25, Appendix B (p. 285), the results of ANOVA and the Scheffe' tests of all items of organizational arrangements are presented. Except for three items shown in Table 4.25, there were no significant differences in the ratings among groups classified by years of experience.

Respondents who worked at the university for five years or less rated the mean demand scores significantly higher than did their counterparts who worked there for sixteen years or more on the following items: beginning of university term as preferable time for faculty development activities; and lighter than normal load for first year faculty; and funds for developing new courses as preferable incentives encouraging participation. Respondents with five years or less also rated the need for an increased emphasis upon funds for developing new courses as preferable incentives significantly higher than did respondents who had ten to fifteen years experience.

Similar to the findings on methods, the respondents with less experience at the university indicated a significantly higher need for a changed emphasis on some items of organizational arrangements of faculty development than did their counterparts with more experience.

Table 4.25

Organizational Arrangements Which Indicated
Significant Differences by Years of Experience
at the University

Organizational	Arrangements	Grp1* N=24		Grp2* N=50		Grp3* N=31		Grp4* N=23		ANOVA		Scheffe'
Aspect	Item	MDS	SD	MDS	SD	MDS	SD	MDS	SD	F	P	($p \leq 0.10$)
Time	Beginning of university term	7.04	1.55	6.33	1.33	6.26	1.40	5.72	0.75	3.48	0.02	1>4
Incentives	Sabbatical leave	6.65	1.40	6.26	1.47	5.79	1.42	5.39	1.04	3.47	0.02	1>4
	Funds for Developing new courses	7.91	1.47	7.53	1.16	6.86	1.65	6.74	1.41	3.90	0.01	1>4, 1>3

Years of experience at the university:

Grp1* = 5 years or less
Grp2* = 6 to 10 years
Grp3* = 11 to 15 years
Grp4* = 16 years or more

Differences by Most Recent Full-Time Job

Under this classification, the respondents were grouped into four groups by type of most recent full-time job prior to working at the university: no previous experience, experience in fields other than education, experience in elementary or secondary schools, and experience in institutions of higher education.

Aims of faculty development. Table 6.26 of Appendix B (p. 288) lists the results of the ANOVA and the Scheffe' tests of all faculty development aims by most recent full-time job. Table 4.26 lists ten faculty development aims which showed fourteen significant differences by type of most recent full-time job.

The ratings by respondents whose most recent full-time jobs were in fields other than education had mean scores of two faculty development aims significantly higher than the ratings by the other three groups: to learn about accepted policies regarding student admissions and attendance; and to learn to use techniques other than verbal in teaching. Respondents with previous experience in fields other than education also rated the following faculty development aims significantly higher than did their counterparts with experience in elementary or secondary schools: to learn how to construct instruments for evaluating students' progress;

Table 4.26

Faculty Development Aims Which Indicated
Significant Differences by Most Recent Full-Time Job

Item No.	Aim	Grp1* N=10		Grp2* N=20		Grp3* N=22		Grp4* N=11		ANOVA		Scheffe' ($p \leq 0.10$)
		MS	SD	MS	SD	MS	SD	MS	SD	F	P	
17.	To acquire knowledge and skills necessary for college teaching but were not acquired from preservice training.	4.50	0.71	3.60	1.19	3.59	0.96	3.36	0.92	2.70	0.05	1>4
35.	To learn how to construct instruments for evaluating students' progress.	3.90	0.57	4.25	0.72	3.59	0.85	3.64	0.67	3.15	0.03	2>3
43.	To develop a sensitivity for students' emotional and social needs.	3.40	0.52	4.00	0.92	3.14	1.13	3.27	1.10	2.94	0.04	2>3
44.	To learn about accepted policies regarding student admissions and attendance.	3.10	0.74	4.10	0.79	3.18	1.14	2.73	1.01	6.07	0.00	2>4, 2>1, 2>3
45.	To understand theories of social organizations.	3.20	0.63	4.00	0.97	3.23	1.07	3.09	1.04	3.20	0.03	2>3
48.	To conduct research related to the instructor's own course and teaching.	4.22	0.67	4.50	0.69	3.86	0.71	4.00	0.77	3.02	0.04	2>3
62.	To learn how to develop interpersonal relationships among students and staff.	3.60	1.17	4.10	0.91	3.36	0.90	3.09	0.83	3.42	0.02	2>4
63.	To develop skill in making learning relevant for students.	3.70	1.06	4.40	0.60	3.95	0.84	3.55	0.93	3.10	0.03	2>4

Table 4.26 (continued)

Item No.	Aim	Grp1* N=10 MS	Grp1* N=10 SD	Grp2* N=20 MS	Grp2* N=20 SD	Grp3* N=22 MS	Grp3* N=22 SD	Grp4* N=11 MS	Grp4* N=11 SD	ANOVA F	ANOVA P	Scheffe' ($p \leq 0.10$)
65.	To develop skills in using game and stimulation in teaching.	3.60	0.97	4.25	0.79	3.23	1.02	3.91	0.70	4.82	0.[illegible]	[illegible]3
67.	To learn to use techniques other than verbal in teaching.	3.80	0.63	4.85	0.37	3.86	0.94	4.09	0.70	8.40	0.00	2>1,2>3, 2>4

Type of most recent full-time job:

Grp1* = None
Grp2* = Experience in a field other than education
Grp3* = Experience in an elementary or a secondary school
Grp4* = Experience in an institution of higher education

to develop a sensitivity for students' emotional and social needs; to understand theories of social organizations; to conduct research related to the instructor's own course and teaching; and to develop skills in using game and stimulation in teaching.

Respondents whose most recent full-time jobs were in fields other than education also rated the aims referring to learning how to develop interpersonal relationships among students and staff, and to developing skill in making learning relevant for students significantly higher than did their counterparts with previous experience in higher education. To acquire knowledge and skills necessary for college teaching but which were not acquired from preservice training was the only aim rated significantly higher by the group with no previous experience than by those with experience in higher education.

All but one of the faculty development aims receiving significantly different ratings were rated significantly higher by the respondents who had experience in fields other than education than by the other groups, including the group with no experience prior to the appointment at the university. Another unexpected finding was that the respondents indicating a significant lower need for most of the methods than the other groups were those with experience in elementary or secondary schools rather than the ones who had experience in institutions of higher education.

Methods of faculty development. The results of ANOVA and the Scheffe' tests of all thirty-one faculty development methods by respondents under this classification are listed in Table 6.27, Appendix B (p. 294). The eight methods receiving mean demand scores which were significantly different are presented in Table 4.27.

The repondents whose most recent full-time jobs were in fields other than education rated the mean demand scores of the following faculty development methods significantly higher than did respondents with previous experience in elementary or secondary schools: workshops, seminars, or short courses on subject matter; workshops or seminars on student testing; workshops or presentations that explore general issues or trends in education; formal assessments by colleagues; system for faculty to assess themselves; classroom visitation by an instructional resource person; analysis of in-class video tapes; senior teachers work closely with new teachers; and professional and personal development plan.

Respondents with previous experience in fields other than education also regarded the method referring to senior teachers working closely with new teachers in need of significantly greater emphasis than did respondents with no previous experience.

Table 4.27

Faculty Development Methods Which Indicated
Significant Differences by Most Recent Full-Time Job

Item No.	Method	Grp1* N=10		Grp2* N=20		Grp3* N=22		Grp4* N=11		ANOVA		Scheffe' ($p \leq 0.10$)
		MDS	SD	MDS	SD	MDS	SD	MDS	SD	F	P	
2.	Workshops, seminars, or short on subject matter.	7.50	0.97	7.79	0.92	6.73	1.08	7.09	1.14	3.95	0.01	2>3
9.	Workshops or presentations that explore general issues or trends in education.	7.30	1.16	7.89	0.83	6.91	1.19	7.27	1.10	2.76	0.05	2>3
12.	Formal assessments by colleagues.	7.00	1.25	8.00	1.00	6.77	1.31	7.27	1.35	3.66	0.02	2>3
15.	System for faculty to assess themselves.	7.56	1.13	8.11	0.88	6.95	1.43	7.45	1.37	3.01	0.04	2>3
16.	Classroom visitation by an instructional resource person.	6.78	1.20	7.63	1.16	6.45	1.41	7.27	1.35	3.05	0.04	2>3
17.	Analysis of in-class video tapes.	7.00	0.87	8.11	1.10	6.95	1.29	7.36	0.92	4.07	0.01	2>3
19.	Senior teachers work closely with new teachers.	6.78	1.20	8.00	1.00	6.95	1.25	7.54	1.24	3.65	0.02	2>1,2>3
20.	Professional and personal development plan.	7.11	0.93	7.89	1.10	7.00	1.15	7.09	0.94	2.75	0.05	2>3

Type of most recent full-time job:

Grp1* = None
Grp2* = Experience in a field other than education
Grp3* = Experience in an elementary or a secondary school
Grp4* = Experience in an institution of higher education

These findings were similar to those regarding aims. That is, the group with experience in fields other than education showed significantly higher need for an increased emphasis in some faculty development methods than did the group with experience in elementary or secondary schools.

Organizational arrangements. In Table 6.28, Appendix B (p. 297), the results of ANOVA and the Scheffe' tests of all items of organizational arrangements among groups classified under this category are presented. Table 4.28 shows three items on which four differences were statistically significant by most recent full-time job.

Respondents who had most recent full-time jobs in fields other than education prior to joining the university rated the the mean demand scores of the following items significantly higher than did their counterparts with previous experience in elementary or secondary schools: the main campus as a preferable site for faculty development activities; and the dean of one's own faculty, and faculty development officers as preferable persons assuming active responsibility for faculty development programs. Repondents who had no work experience prior to joining the university also rated the mean demand score for the main campus as a preferable location for faculty development activities significantly higher than did respondents who had most recent full-time jobs in elementary or secondary schools.

Table 4.28

Organizational Arrangements Which Indicated
Indicated Significant Differences by Most Recent Full-Time Job

Organizational Arrangements Aspect	Organizational Arrangements Item	Grp1* N=10 MDS	Grp1* N=10 SD	Grp2* N=20 MDS	Grp2* N=20 SD	Grp3* N=22 MDS	Grp3* N=22 SD	Grp4* N=11 MDS	Grp4* N=11 SD	ANOVA F	ANOVA P	Scheffe' ($p \leq 0.10$)
Location	campus #1	7.00	1.51	6.47	1.18	5.17	1.79	6.27	0.65	4.26	0.01	1>3,2>3
Personnel	Dean of own faculty	6.89	1.90	7.53	1.23	6.22	1.31	6.45	0.82	3.14	0.04	2>3
	Fac. dev. officer	6.56	1.67	7.79	1.25	6.33	1.50	6.33	1.03	3.14	0.04	2>3

Type of most recent full-time job:

Grp1* = None
Grp2* = Experience in a field other than education
Grp3* = Experience in an elementary or a secondary school
Grp4* = Experiences in an institution of higher education

Once again, the respondents with experience in elementary or secondary schools expressed significantly lower mean demand scores on three items of organizational arrangements of faculty development than did respondents with experience in fields other than education.

General Issues

Respondents were asked, in an open ended manner, to express their general perceptions regarding previous faculty development activities they in which had recently participated; recurring problems for which academic staff needed more knowledge, attitude and skill development; recurring problems for which academic staff needed adjustment in conditions of work or faculty support provisions; and their plans for further profesional development. A content analysis of all responses to each question of this section was performed by grouping responses according to their similarities. A summary of findings in terms of frequency of response is presented in Table 6.29, Appendix B (p. 300).

Limited practices of faculty development activities at the university under study were confirmed. One half of all respondents on this item mentioned seminars as the activities of faculty development in which they had recently participated. Seminar participation was followed by workshops, curriculum development, conferences, evaluation, instructional development, and personal development. Other activities mentioned once only included research, professional field trips, and study leaves.

A number of recurring problems requiring more knowledge, attitude or skill development for academic staff were mentioned. The problems cited most frequently were: incompetent administrators who tended to be narrow minded, unfair to their subordinates in terms of promotion, granting study leaves and so on, and unable to make sound decisions; low faculty commitment and responsibility; incompetent faculty members who required improvement of knowledge in their field of specialization as well as teaching methods; and inadequacy of knowledge and uses of educational technologies.

In terms of recurring problems requiring adjustment in conditions of work, very low salary of individual academic staff was cited most frequently. Since salaries were regarded as insufficient for the well being of respondents' families, some academic staff held secondary jobs to supplement their income, and thus they could not devote sufficient time and effort to their university tasks. Other problems were: lack of encouragement for participation in faculty development activities, research and community services; excessive teaching as well as other assignments; inadequate comfortable offices with privacy; inadequate support from the university administration in terms of facilities and funds for professional development programs; lack of educational media and qualified textbooks; low morale; lack of academic freedom; personal conflicts among faculty members; inappropriate role definition; inferior classroom facilities; ineffective communication among units; and lack of long-range planning.

Among the plans for further professional development, activities related to academic promotion were cited most frequently, including such activities as writing textbooks, publishing academic articles, and conducting research. Other personal and professional improvement plans included such activities as revising course materials, improving knowledge and teaching methods, seeking study leaves, and participating in professional seminars, workshops, and conferences, university exchange programs, and professional field trips.

Summary

In this chapter, the findings of the study were reported and discussed. The data for this study were provided by questionnaire returns from 89 faculty members and 39 administrators. The sample was randomly selected from all full-time academic staff who were working at four campuses of a selected university in Thailand. The data were analyzed and presented in terms of the perceptions regarding aims, methods and organizational arrangements of faculty development. Differences of the perceptions between faculty members and administrators, as well as among groups based on campus, faculty, academic rank, qualification, number of years of experience at the university and type of most recent full-time job were also examined.

Aims of Faculty Development

In general, almost all the aims listed in the questionnaire were perceived as appropriate for faculty development activities at the university under study. The aims receiving the first and the second highest emphases were to increase knowledge in one's own area of specialization and to update knowledge in one's own area of specialization, while to acquire knowledge of the history of the university and to know characteristics of the campus' student body were perceived as having the least emphases. Most of the aims receiving high ratings were under the modes of instructional improvement and of personal improvement, while the aims of low need were under the modes of students' needs and of university setting.

There were no significant differences between faculty members' and administrators' perceptions of aims. However, significant differences of perceptions of need regarding selected faculty development aims among groups by respondent characteristics were found. These findings were: campus #4 perceived the need significantly higher than did the other campuses; Faculty of Sciences perceived the need significantly lower than did the other faculties, especially the Faculty of Education; leacturers and assistant professors seemed to perceived the need significantly higher than did associate and full professors; the higher the qualification of the respondent, the lower the degree of perceived need; shorter experience at the university related to significantly higher need; and most recent full-time jobs in fields other than education related to a significantly higher need.

Methods of Faculty Development

The findings revealed that the actual practices of faculty development methods at the university were limited and that all the methods listed in the questionnaire were perceived as desirable. Consequently, a certain degree of need for each of the methods was expressed. The methods referring to workshops or seminars on research and scholarship skills and visitations to other institutions were perceived as having the highest need, while workshops or seminars dealing with curriculum development, and faculty taking courses offered by colleagues were perceived as having the lowest need.

Faculty members and administrators perceived a similar degree of need on all but one faculty development method. In terms of differences in perceptions by respondent characteristics, the following were found to be significant:

campus #4 expressed the need significantly higher than did the other campuses; Faculty of Education perceived the need significantly higher than did the Faculties of Humanities and Sciences; associate and full professors expressed the need significantly lower than did respondents with lower academic ranks; but assistant professors perceived a significantly higher need than did lecturers; respondents with higher qualifications expressed a significantly lower degree of need than those with lower qualifications; shorter experience at the university related to a significantly higher need than longer experience; and most recent full-time jobs in fields other than education related to a significantly higher degree of need.

Organizational Arrangements for Faculty Development

As with the findings related to methods of faculty development, the findings about organizational arrangements also revealed the scarcity of actual faculty development practices at the university under study.

The findings indicated that increased emphases should be placed upon: periods of time during intersession as timing for faculty development activities; neighboring university as choice of location for faculty development activities; the vice-president in charge of academic affairs as the most important person assuming responsibility for faculty development programs; specialist consultants from outside the university as persons providing expertise for faculty development activities; and travel grants to refresh or update knowledge as incentives for participation.

The findings also suggested a high degree of similarity of the perceptions between faculty members and administrators. As for differences among groups by respondent characteristics, no definite patterns were found.

General Issues

Faculty development at the university under study was perceived as inadequate due to a number of obstacles. These obstacles included lack of both moral and financial support, and lack of interest and cooperation from academic staff.

Low salary was cited as a salient obstacle for the academic staffs' commitment to their university task. A number of academic staff held secondary jobs to supplement their income.

Lack of interest was evident from the respondents' interest to write textbooks and to publish academic papers leading to academic promotion. It seemed that publications, rather than quality of performance as a university teacher, had been a major criterion for promotion. Most plans for involvement in professional development activities seemed to relate to concerns about academic promotion.

CHAPTER 5

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

This chapter presents a summary of the study, followed by conclusions and implications. The chapter concludes with recommendations for further research.

Summary of the Study

The Problem

The problem of this study was to determine the nature and extent of the need for faculty development programs as perceived by academic staff of a selected university in Thailand. The study focussed upon three areas: aims of faculty development, methods of attaining faculty development aims, and organizational arrangements which facilitate faculty development.

The study also investigated the differences of the perceptions between faculty members and administrators, as well as among groups of respondents by: campus, faculty, academic rank, qualification, years of experience at the university, and most recent full-time job.

Methodology

The data for the study were collected using a questionnaire specially developed in Thai language. Usable returns were received from 89 faculty members and 39 administrators from a randomly selected sample of 201 from a list of 1981-1982 full-time academic staff of four metropolitan campuses of a selected university in Thailand.

The data were analyzed to determine the perceptions of faculty members and administrators regarding aims, methods and organizational arrangements of faculty development. Included also in the data analyses were differences of the perceptions between faculty members and administrators, as well as among respondent groups by campus, faculty, academic rank, qualification, years of experience at the university, and most recent full-time job.

The Findings

Aims of faculty development

1. All but two of the sixty-seven aims were perceived as appropriate for faculty development activities.
2. Aims receiving highest ratings were related to instructional improvement and personal development.
3. Aims of low need were related to students' needs and organizational setting.
4. There were no differences between faculty members' and administrators' perceptions of faculty development aims.

5. Campus #4, the physical education campus, perceived a higher need for faculty development aims than did the other campuses.
6. Faculty of Education perceived a higher need for faculty development aims than did the other faculties.
7. Faculty of Sciences perceived a lower need for faculty development aims than did the other faculties.
8. Assistant professors and lecturers occasionally expressed a higher need for faculty development aims than did associate and full professors.
9. The higher the qualification of the respondent, the lower the perceived need for faculty development.
10. Academic staff with less experience at the university tended towards a higher perception of faculty development need.
11. Respondents with most recent full-time jobs in fields other than education perceived a higher need for faculty development.
13. Respondents with most recent full-time jobs in elementary or secondary schools perceived a lower need for faculty development.

Methods of faculty development

1. Practices of faculty development at the university under study were perceived to be limited.
2. All thirty-one methods were perceived as more desirable for faculty development activities than at present.
3. A fairly high need for all the thirty-one methods was expressed.
4. The methods perceived to be most desirable were workshops and seminars on research and scholarship skills, and visitation to other institutions.
5. Campus #4 expressed a significantly higher need for methods than did the other campuses.
6. Faculty of Education seemed to perceive a significantly higher need for methods than did the Faculties of Humanities and Sciences.
7. Assistant professors and lecturers expressed a significantly higher need for methods than did lecturers and associate and full professors.
8. Assistant professors also perceived a significantly higher need for methods than did lecturers.
9. Qualifications of the respondents in terms of highest earned degree accounted for some differences in perceptions of faculty development methods: the higher the qualification, the lower the perceived need.
10. Respondents with shorter experience at the university occasionally perceived a higher need for faculty

development methods than those with longer experience.

11. Respondents with most recent full-time jobs in fields other than education perceived a higher need for methods of faculty development than respondents with jobs in education.
12. Respondents with most recent full-time jobs in elementary or secondary schools perceived a lower need for faculty development methods than other respondents.

Organizational arrangements of faculty development

1. The most preferred timing for faculty development activities was during intersession periods.
2. A neighboring university was the most desirable choice of location for faculty development activities.
3. The vice-president in charge of academic affairs was perceived as the most desirable person assuming responsibility for faculty development programs.
4. With regard to providing expertise for faculty development activities, specialist consultants from outside the university were chosen as the most desirable.
5. Travel grants to refresh or update knowledge was rated as the best incentives for participation in faculty development activities.

Conclusions

Based on the findings of this study, certain conclusions can be drawn. These conclusions relate to the stated purposes of the study and problems posed, and grow out of an interpretation of the data analysis.

The Need for Faculty Development Aims

The findings indicate a strong need for faculty development in the university under study. The highest needs for faculty development were in the areas of instructional and personal improvement, while the lowest needs were in the areas of meeting students' needs and organizational development. The most pressing needs related to factors that might be controlled by individual academic staff. The least pressing needs related to factors over which individual academic staff might have very little, if any, control.

Faculty members and administrators had similar perceptions regarding faculty development aims. This finding corroborates that of Ramaiah (1984), but it is different from that of Weleschuk (1977) who found that faculty members of colleges in Alberta perceived a higher need for development activities than did the administrators. The similarity of perception by faculty members and administrators as found in this study and in the study by Ramaiah (1984) may suggest that, faculty members and administrators in universities do not differ substantially from each other.

Differences of perceptions by respondents' characteristics, such as campus, faculty and academic rank, were minimal. On those aims showing significant differences among groups, it seemed that respondents with less experience at a university and those with non-educational experiences outside the university perceived greater needs for faculty development than others. It may be easier for such persons to acknowledge their need for professional development than it is for those who are "well established" or who have previous experience in education.

The Need for Methods of Faculty Development

Similar to the findings relative to faculty development aims, a fairly high need for faculty development methods was indicated. Differences of perceptions among respondent groups related basically to respondents' working experiences. Those from Faculties of Education who were involved in teaching others how to teach, those with less experience at the university and those who previously worked in non-educational fields tended to express a desire for greater emphasis on a variety of faculty development methods than did other groups.

In addition, it is evident from the findings that practices of faculty development at the university under study were limited and that all thirty-one faculty development methods should receive a greater emphasis than at present. Interestingly, all five categories of methods were generally perceived as equally preferred. While there were minimal differences in the preference among the methods, these differences could be accounted for by the topical concern of the activity rather than by the method per se.

The Need for Organizational Arrangements for Faculty Development

Besides a clear indication of a strong need for faculty development and a need for more faculty development activities than at present, it appears that academic staff of the university tend to accept whatever organizational arrangements can be provided for faculty development.

The findings also indicate that existing resources within the university were either inadequate or inappropriate for the purposes of faculty development. Such arrangements for faculty development as utilization of facilities and resources of a neighboring university, invitation of specialist consultants from outside the university, and allocation of travel funds were highly valued.

Implications

It is evident from the findings that a need for greater faculty development activities exists in the university under study. Based on the findings, the following implications for practices at the the university, as well as at other Thai universities, may be offered:

1. Commitment to faculty development should be included in the policies of the university administration.
2. A faculty development center established on the main campus should be placed under the responsibility and leadership of the vice-president in charge of academic affairs. This center should establish faculty development programs to meet the overall operational needs of the university.
3. Faculty development centers on satellite campuses could be under the responsibility and leadership of one of the assistants to the vice-president. These centers, while addressing the specific needs of faculty members on their campuses, should cooperate with the faculty development center on the main campus.
4. Academic staff should be encouraged to participate in faculty development activities through appropriate recognition and rewards given to active participants in faculty development programs. Excellence in teaching should be regarded as a main criterion for promotion, and less emphasis placed on research and academic

publications.

5. In order to gain wider acceptance in the university, initial efforts to increase faculty development activities should focus upon the groups that are most receptive to faculty development programs.
6. Faculty development activities should be carried on primarily during intersession periods in cooperation with other universities. Using the facilities and resources of other universities may be more desirable than using those of one's own university. In addition, faculty exchange programs should also be encouraged.
7. Adequate funds for faculty development programs as well as for active participation should be allocated.

Recommendations for Further Research

A number of suggestions for further research seemed appropriate. Research based on these suggestions could lead to further expansion of knowledge relating to faculty development in universities, especially universities in Thailand.

1. Studies similar to this one should be conducted on other campuses of the university under study, as well as at other universities in Thailand. Integration of the findings of these studies would provide a more comprehensive understanding of faculty development

programs in universities.

2. A study relative to perceptions of students regarding the need for faculty development could also provide a more comprehensive view of faculty development programs.
3. A study relative to effectiveness of faculty development programs could increase the participation of faculty members and strengthen the support from administrators.
4. A study relative to efficiency of faculty development programs could enhance the fiscal accountability of such programs.
5. An examination ot the relationship between organizational climate, as well as other organizational variables, and faculty development programs could expand the knowledge in the field of faculty development.
6. A study of faculty development and its relationship to preservice training for faculty members in universities in Thailand would also provide interesting insights into this area of study.

BIBLIOGRAGHY

Alexander, L. T., and S. L. Yelon, *Instructional Development Agencies in Higher Education*, East Lansing: Michigan State University Continuing

Ambury, G. G., *The Master of Education Program: An Assessment of Perceived Needs*, ERIC Document Reproduction No. ED 192 673, 1980.

American Association of Junior Colleges, *Inservice Training for Two-Year College Faculty and Staff*, ERIC Document Reproduction, No. ED 034 519, 1969.

Ammentrop, W., "Prerequisite for Systems Analyses: Analytic and Management Demands for a New Approach to Educational Administration," in Silvern, L. C., (ed.), *The Educational Technology Review Series, No.3: Introduction to Systems Approach*, Englewood Cliffs, New Jersey: Educational Technology Publications, 1973.

Anderson, J., and J. North, *A Model for Planning Programs in Faculty Development* ERIC Document Reproduction No. ED 165 633, 1978.

Andes, J., *A Systems Approach to University Organization*, Gainesville, Florida: Institute of Higher Education, University of Florida, 1970.

Anstey, E., C. Fletcher, and J. Walker, *Staff Appraisal and Development*, London: George Allen & Unwin, 1976.

Astin, A. W., "Time to Improve Teaching," *Association of Governing Boards Report*, September/October, 1980, pp.8-14.

Atwell, C. A., and R. W. Sullins, "Cooperative Faculty Development," *Community and Junior College Journal*, 44(3):32-33, 1973.

Beckhard, R., *Organization Development: Strategies and Models*, Reading, Massachusetts: Addison-Wesley, 1969.

Bell, R. A., et al., *Issues in Need Assessment Data Collection Strategies*, ERIC Document Reproduction No. ED 149 208, 1977.

Bennett, N., *Problems of Financing the Thai Educational System in the 1960s and 1970s*, Paris: UNESCO Press, 1975.

Bennis, W. G., Organization Development: Its Nature, Origins, and Prospects, Reading, Massachusetts: Adison-Wesley, 1969.

Bennis, W. G., K. D. Benne, and R. Chin, (eds.), The Planning of Change, New York: Holt, Rinehart and Winston, 1969.

Bennis, W. G., and P. E. Slater, Temporary Society, New York: Harper and Row, 1968.

Bergquist, W. H., and S. R. Phillips, "Components of an Effective Faculty Development Programs," Journal of Higher Education, 46(2):177-211, 1975.

Bergquist, W. H., and S. R. Phillips, A Handbook for Faculty Development, Washington, D.C.: Council for the Advancement of Small Colleges, 1975.

Bergquist, W. H., and S. R. Phillips, A Handbook for Faculty Development Volume 2, Washington, D.C.: Council for the Advancement of Small Colleges, 1979.

Bergquist, W. H., and S. R. Phillips, A Handbook for Faculty Development Volume 3, Washington, D.C.: Council for the Advancement of Small Colleges, 1981.

Bess, J. L., "The Motivation to Teach," Journal of Higher Education, 48:243-258, 1977.

Bishop, L. J., Staff Development and Instructional Improvement, London: Allyn and Bacon, 1975.

Bolton, C. K., and R. K. Boyer, "Organizational Development for Academic Departments," Journal of Higher Education, 44:352-369, 1973.

Boone, L., et al., Assessing and Analyzing Needs: Systematic Planning Series for Local Education Agencies, Monograph Number 2, ERIC Document Reproduction No. ED 191 154, 1977.

Brown, D. G., and S. Hanger, "Pragmatics of Faculty Self-Development," Educational Record, 56:201-206, 1975.

Brown, D. G., "Some Myths of Staff Training and Development," Impetus, 6:2-8, 1977.

Bryce, R., (ed.), Staf Development in Colleges, Edmonton: University of Alberta, 1972.

Buhl, L. C., and A. Greenfield, "Contracting for Professional Development in Academe," *Educational Record*, 56:111-121, 1975.

Carmichael, J. H., "Instructional Development Lessons Learned," *New Directions for Community Colleges*, No.9:1-10, 1975.

Case, C. H., *Professional Staff Development: A Community College Model*, Pittsburg, California: Community College Press, 1976.

Centra, J. A., *Faculty Development Practices in U.S. Colleges and Universities*, Princeton, New Jersey: Educational Testing Services, 1976.

Centra, J. A., "Faculty Development in Higher Education," *Teachers College Record*, 80(1):188-201, 1978a.

Centra, J. A., "Types of Faculty Development Programs," *Journal of Higher Education*, 49(2):151-162, 1978b.

Ciccone, R., and L. Tutle, (eds.),*A Guide to Staff Development Activities Using a Florida Conference as a Model*, Boca Raton, Florida: Atlanta University, 1969.

Collin, W. J., "A Model for the Analysis of Staff Development in a Post-Secondary Educational Institution," Doctoral Dissertation, University of Alberta, 1977.

Commission for Evaluation of the UDC Program, *Evaluation Report of the UDC Program*, Bangkok: Office of the National Education Commission, (Published in Thai), 1976.

Cooper, R. M., "Faculty Development Programs", in Smith, G. K., (ed.), *In Search of Leaders*, Washington, D.C.: American Association for Higher Education, 1967.

Cross, K. P., *The State of Art in Needs Assessment*, ERIC Document Reproduction No. ED 181 032, 1979.

Crow, M. L., et al., *Faculty Development Centers in Southern Universities*, Atlanta, Georgia: Southern Regional Education Board, 1976.

Curtis, B. E., *Staff Development Conference, A Report*, Toronto: Canadian Commission for the Community College, 1969.

Diamonds, R. M., "Instructional Development: One Biased View" Educational Technology, 29(2):51-54, 1980.

Diamonds, R. M., et al., Instructional Development for Individualized Learning in Higher Education, Englewood Cliffs, New Jersey: Educational Technology Press, 1975.

Dillon, E., "Staff Development: Bright Hope and Empty Promises," Educational Leadership, 29, 1977.

Doersom, B., The State of Professional Development in Pennsylvania Institutions of Higher Education, ERIC Document Reproduction, No. ED 183 106, 1975.

Eble, K. E., Professors as Teachers, San Francisco: Jossey-Bass, 1972.

Eble, K., Carrer Development of the Effective College Teachers, Washington, D.C.: American Association of University Professors, 1971.

Elton, L., and K. Simmons, (eds.), Staff Development in Higher Education, Surrey: Society for Research into Higher Education, 1977.

Erikson, B.L., "A Survey of the Inservice Training Needs and Interests of Instructional Improvement Centers in Higher Education," Doctoral Dissertation, University of Massachusetts, Amhurst, 1975.

Evans, R. I., Resistance to Innovation in Higher Education, San Francisco: Jossey-Bass, 1968.

Faris,, K. G., "Faculty Development -- Key to Instructional Development," Viewpoints, 46(2):129-146, 1970.

Ferguson, G. A., Statistical Analysis in Psychology and Education, New York: McGraw-Hill, 1971.

Fisher, G. L., The Preparation of College Instructors, Edmonton: University of Alberta, 1971.

Fordham, A., and J. Ainley, Evaluation of Staff Development in Technical and Further Education: A Summary of the Reports, ERIC Document Reproduction, No. ED 197 102, 1977.

Fordyce, J. W., "Faculty Development in American Community Junior Colleges," Peabody Journal of Education, 48:270-275, 1971

Francis, J. B.,"How Do We Get There From Here? Program Design for Faculty Development," Journal of Higher Education, 46:719-732, 1975.

Freedman, M., (ed.), Facilitaing Faculty Development, San Francisco: Jossey-Bass, 1973.

Furniss, W. T., "Faculty Development and Department," ADE Bulletin, pp.30-35, 1975.

Gaff, J. G., "Staff Development: Current Value & Future Need," in Rhodes, D., and M. B. Hounsel, (eds.), Staff Development for the 1980's: Instructional Perspective, ERIC Document Reproduction, No ED 190 009, 1980.

Gaff, J. G., and D. O. Justice, "Faculty Development: Yesterday, Today and Tomorrow," New Directions for Higher Education, 24:85-98, 1978.

Gaff, J. G., "The United States of America -- Toward the Improvement of Teaching," in Teather, D. C. B., (ed.), Staff Develoment in Higher Education, New York: Nichols Publishing, 1979.

Gaff, S. S., C. Festa, and J. G. Gaff, Professional Development: A Guide to Resources, New Rochelle, New York: Change Magazine Press, 1978.

Garrison, R. H., "A Mini-Manual on In-Service," Community and Junior College Journal, 1975.

Giles, F. T., "Staff Development in Colleges: Roles and Responsibilities," in Bryce, R., (ed.), Staff Development in Colleges, Edmonton: University of Alberta, 1972.

Gleazer, E. J., "Preparation of Junior College Teachers," Education Record, 48:147-152, 1967.

Good, C. V., Dictionary of Education, Third Edition, New York: McGraw Hill, 1973.

Good, H., "Instructional Development -- What? Why? How?," Canadian Journal of Higher Education, 5(1):1-4, 1975.

Greenaway, H., and A. G. Harding, The Growth of Policies for Staff Development: Research into Higher Education Monograph No. 34., ERIC Document Reproduction, No. ED 162 595, 1978.

Group for Human Development in Education, Faculty Development in a Time of Retrenchment, New York: Change Magazine, 1974.

Gould, R., "The Phases of Adult Life: A Study in Development Psychology," The American Journal of Psychiatry, 129:521-531, 1972.

Hammons, J. O., and S. Jaggard, "An Assessment of Staff Development Needs," Community and Junior College Journal, 47:20-21, 1976.

Hammons, J. O., and T. H. S. Wallace, "Staff Development Needs of Public Community College Department/Division Chairpersons," The Administrator in Higher Education, Normal: Illinois State University, 1976.

Harris B. M., Improving Staff Performance Through In-Service Education, Boston: Allyn and Bacon, 1980.

Harris, B. M., W. Bessent, and K. E. McIntyre, Inservice Education: A Guide to Better Practice, Englewood Cliffs, New Jersey: Prentice-Hall, 1969.

Havelock, R. G., The Change Agent Guide to Innovation in Education, Englewood Cliffs, New Jersey: Educational Technology Publications, 1973

Hay, D. G. O., and J. K. Linn, Needs Assessment: Who Needs It?, Washington D.C.: American School Counselors Association, 1977.

Hilderbrand, M., "The Character and Skills of the Effective Professor," Journal of Higher Education, 4(1):41-50, 1973.

Hilderbrand, M., and R. C. Wilson, Effective University Teaching and Its Evaluation, ERIC Document Reproduction, No. ED 039 860, 1970.

Hodgkinson, H. L., "Adult Development: Implications for Faculty and Administrators," Educational Record, 55:263-274, 1974.

Hodgson, N. C., "Attitudes of Teachers Toward Certain Inservice Training Activities in a Georgia County," Doctoral Dissertation, Ohio State University, 1970.

Houston, W. R., et al., (eds.), Staff Development and Educational Change, ERIC Document Reproduction, No. ED 193 227, 1977.

Jabker, E. H., and R. S. Halinski, "Instructional Development and Faculty Rewards," Journal of Higher Education, 49(4):316-328, 1978.

Jabker, E. H., "Initiating Faculty Development Programs: Some Observations," Planning and Changing, 8(23):171-184, 1977.

Javier, E. O., "Alternatives for Teaching Learning Process in Southeast Asian Universities," in Muhammadi, S. S., (ed.), Alternatives for Optimization of Teaching-Learning Process in Southeast Asian Universities, Singapore: Regional Institute of Higher Education and Development, 1977.

Kaufman, R. A., and F. W. English, Needs Assessment: A Guide to Improve School District Management, Arlington, Virginia: American Association for School Administrators, 1976.

Kelly, M., and Connolly, Orientation for Faculty in Junior Colleges, Washington, D.C.: American Association of Junior Colleges, 1970.

Ketudat, S., et al., Systems of Higher Education: Thailand, New York: Interbook, 1978.

Kilpatrick, G., Inservice Education with Recommendations Concerning Its Implementation in American Junior Colleges, ERIC Document Reproduction, No. ED 020 721, 1969.

Kim, Y., Zaidi, S. M. H., Guzman, R. P., and Chomchai, P., The Role of the University in National Development: Four Asian Case Studies, New Delhi: Vikas Publishing House PVT Ltd., 1980.

Kimmel. W. A., Needs Assessment: A Critical Perspective, ERIC Document Reproduction No. ED 190 638, 1977.

Konrad, A. G., J. C. Long, and J. M. Small, "Canadian Administrators Have Needs Too," in Edwards, C. W, and J. W. Pruyne, (eds.), The Administrator in Higher Education, Normal: Illinois State University, 1976.

Konrad, A. G., "Staff Development in Western Canadian Colleges," Canadian Journal of Higher Education, 3(1):1-4, 1973.

Konrad, A. G., "Staff Development Practics in Canadian Universities," Canadian Journal of Higher Education, 13(2):13-25, 1983.

Lee, C. B. T., Improving College Teaching, Washington, D. C.: American Council on Education, 1967.

Lindquist, J., (ed.), Designing Teaching Improvement Programs, Battle Creek, Michigan: W. K. Kellogg Foundation, 1979.

Lhota, R. L., Multidimensional Model: Adjunct Staff Development, ERIC Document Reproduction, No. ED 180 510, 1976.

Lutz, J. E., "Inservice Personal Development: A Systematic Approach to Program Planning," Educational Technology, 16(4):44-47, 1976.

McKay, J. R., Conducting a Needs Analysis for Faculty Development, ERIC Document Reproduction, No. ED 184 665, 1977.

McKeachie, W. J., "Research in Teaching: The Gap Between Theory and Practice," in Lee, C. B. T., (ed.), Improving College Teaching, Washington, D.C.: Council on Education, 1967.

Mager, G. M., and B. Myers, "A Personal Approach to Instructional Development," Improving College and University Teaching, 28(2):51-56, 1980.

Martin, W. B., "Faculty Development as Human Development," Liberal Education, 61:187-196, 1975.

Mathis, B. C., "Faculty Development," in Eriksen, S. C., and J. A. Cook, (eds.), Support for Teaching at Major Universities, Ann Arber, Michigan: The Center for Research on Learning and Teaching, The University of Michigan, 1979.

Mazmanian, P. E., A Model (Based Upon Open Systems Organizational Theory) for Continuous Educational Needs Assessment in Continuing Professional Education Programs, ERIC Document Reproduction No. ED 139 995, 1977.

Miles, M. B., (ed.), Innovation in Education, New York: Bureau of Publications, Teachers College, Columbia University, 1964.

Miller, R. I., Evaluating Faculty Performance, San Francisco: Jossey-Bass, 1972.

Miller, W. S., and K. M. Wilson, Faculty Development Procedures in Small Colleges, A Research Monograph, No. 5, Atlanta: Southern Regional Education Board, 1963.

Milton, O., and E. J. Shoben, (eds.), Learning and the Professors, Athens, Ohio: Ohio University Press, 1968.

Ministry of Education, Education in Thailand 1971, Bangkok, Thailand: Kurusapha Ladproa Press, 1971.

Moats, R. W., "Undergraduate Teaching: Instructional Improvement Progress at Ten Major Universities," Doctoral Dissertation, Northwestern University, 1975.

Monette, M. L., "Needs Assessment: A Critique of Philosophical Assumptions," Adult Education, 29(2):83-95, 1979.

Morgan, D. L., "Individualization in Inservice," Pennsylvania School Journal, 1971.

Morris W. H., (ed.), Effective College Teaching, Washington, D.C.: American Council on Education, 1970.

National Education Association, "Teachers' Needs for Instructional Inservice Training," National Education Association Research Bulletin, 46:80-81, 1968.

Nelson, W. C., and M. E. Siegel, (eds.), Effective Approaches to Faculty Development, ERIC Document Reproduction, No. ED 184 439, 1980.

Neugarten, B. L., "Adult personality: Toward a Psychology of the Life Cycle," in Neugarten, B. L., (ed.), Middle Age and Aging: A Reader in Social Psychology, Chicago: University of Chicago Press, 1968.

Newton, R. R., "Improving University Teaching," C.A.U.T. Bulletin, 67:18-19, 1981.

Nie, N. H., et al., SPSS: Statistical Package for the Social Sciences, New York: McGraw-Hill, 1975.

Norris, R. B., "Inservice Techniques for Improving College Instruction," Educational Administration and Supervision, 39:370-374, 1953.

North Carolina Department of Community Colleges, Staff Development: A Profile of Local Institutional Effort, ERIC Document Reproduction No. ED 139 465, 1975.

O'Banion, T., Teachers for Tomorrow: Staff Development in the Community-Junior College, Tucson, Arizona: The University of Arizona Press, 1972.

O'Banion, T., "Staff Development: Priorities for the Seventies," Community and Junior College Journal, 43(2):10-11,1972.

Ordio, J. R., "Faculty Development in Higher Education: A Pilot Program," Doctoral Dissertation, Kansas State University, 1971.

Osterman, D. N., "Transmitting Instructional Development to University Faculty: Two Aproaches," Journal of Instructional Development, 2(4):12-16, 1979.

Parsons, T. W., Guided Self-Analysis Professional Development Systems, Educational Series: Overview, ERIC Document Reproduction, No. ED 052 151, 1971.

Partlow, H. R., "Professional Development: Top Level Need, Second Level Priority," Education Canada, 11:61-64, 1971.

Pennington, F. C., and J. S. Green, "Comprehensive Analyses of Program Development Process in Six Professions," Adult Education, 27(1):13-23, 1976.

Piper, D. W., and R. Glatter, The Changing University: A Report on Staff Development in Universities, Windsor, England: NFER Publishing Company Ltd., 1977.

Pollock, M. A., "Center for the Teaching Professions," Change, 3:15-16, 1971.

Popham, W. J., Educational Evaluation, Englewood Cliffs, New Jersey: Prentice-Hall, 1975.

Pyatte, J. A., 1976 Needs Assessment Materials: An Annotated Bibliography. Research Bulletin, ERIC Document Reproduction No. ED 133 874, 1976.

Ramaiah, A., "A Study of the Perceived Need for Instructional Development at the University of Malaya," Doctoral Dissertation, University of Alberta, 1984.

Richardson, R. C., "Staff Development: A Conceptual Framework," Journal of Higher Education, 46(1):303-311, 1975.

Rives, S. G., et al., Illinois State University Kellog Project, Professional Development Center: Third Annual Report, ERIC Document Reproduction, No. ED 177 929, 1978.

Samlin, J. R., "In-Service Education in American Public Junior Colleges," Doctoral Dissertation, Illinois State University, 1967.

Sanguanruang, S., Development Planning in Thailand: The Role of the Universities, Singapore: Regional Institute of Higher Education and Development, 1973.

Schmuch, R. A., and M. B. Miles, (eds.), Organization Development in Schools, Palo Alto: National Press Books, 1971.

Seldin, P., Teaching Professors to Teach: Case Studies and Method of Faculty Development in British University Today, ERIC Document Reproduction, No. ED 145 764, 1977.

Sheehy, G., Passages: Predictable Crises of Adult Life, New York: Dutton, 1976.

Shaw, A. B., and Buasri, T., (eds.), Teachers in Thailand's Universities: An Analysis and Forecast, East Lansing, Michigan: Institute for International Studies, 1967.

Sheffield, E. G., Teaching in the Universities: No One Way, Montreal: McGill-Queen's University Press, 1974.

Shore, B. M., "Instructional Development in Canadian Higher Education," Canadian Journal of Higher Education, 4(2):45-53, 1974

Sikes, W., and L. Barrett, Case Studies on Faculty Development, Wasington, D.C.: Council for Advancement of Small Colleges, 1977.

Smith, A. B., Faculty Development and Evaluation in Higher Education, ERIC/Educational Research Report No. 8, Washington, D.C.: American Association of Higher Education, 1977.

Spitzer, D. R., Critical Issues in Needs Assessment, ERIC Document Reproduction No. ED 172 803, 1979.

Stake, R., and D. Gooler, "Measuring Educational Priorities," Educational Technology, 11:44-48, 1971.

Steers, R. M., Organizational Effectiveness: A Behavioral View, Pacific Palisades, California: Goodyear, 1977.

Taba, H., Curriculum Development: Theory and Practice, New York: Harcourt Brace and World, 1962.

Tapingkae, A., and L. J. Setti, Education in Thailand: Some Thai Perspectives, Washington, D.C.: U.S. Government Printing Office, 1973.

Teather, D. C. B., Staff Develoment in Higher Education, New York: Nichols Publishing, 1979.

Techakumpuch, S., "Thai Universities: A Glimpse at Some of the Issues," in Yip Yat Hoong, (ed.), Development of Higher Education in Southeast Asia: Problems and Issues, Singapore: Regional Institute of Higher Education and Development, 1973. p98.

Thomson, R. B., A Systems Approach to Instruction, Hampden, Connecticut: Shoe String Press, 1971.

Toombs, W., "A Three-Dimensional View of Faculty Development," Journal of Higher Education, 46:701-717, 1975.

Trimble, B. S., "Professional Development: Helping College Teachers Stay Up-to-Date," Canadian University and College, 4:45-46, 1969.

University Teaching Method Unit, Evaluating Teaching in Higher Education: A Collection of Conference Papers, London: University Teaching Method Unit, 1975.

Valenti, J. J., and G. L. Gutek, Education and Society in India and Thailand, Washington, D.C.: Univerity Press of America, 1977. p414

Van Gigch, J. P., Applied General Systems Theory, San Francisco: Harper and Row, 1974.

Varenais, K., Needs Assessment: An Exploratory Critique, ERIC Document Reproduction No. ED 165 033, 1977.

Walker, T. T., and M. S. Vaughan, "More Effective College Teaching," Improving College and University Teaching, 18:193-195, 1970.

Watson, G., (ed.), Concepts for Social Change, Washington, D. C.: National Training Laboratories, 1967.

Wattenberger, J. L., and R. S. Carpenter, "Faculty Development: Let Teachers Take the Initiative," Community College Review, 3(3):25-30, 1975.

Weleschuk, M. A., "A Study of the Need for Instructor Development As Perceived by Instructors and Administrators in Alberta Colleges," Doctoral Dissertation, University of Alberta, 1977.

Wergin, J. F., et al., "The Practice of Faculty Development," Journal of Higher Education, 47(3):289-307, 1976.

Wetzler, W. F., "A Breakthrough for Faculty and Program Development," Junior College Journal, 40:13-15, 1970.

Wilson, R. E., "Staff Development: An Urgent Priority," Community and Junior College Journal, 43(9):68-69, 1973.

Wise, W. M., "Who Teaches the Teachers?," in Lee, C. B. T., (ed.), Improving College Teaching, Washington, D.C.: American Council on Education, 1967.

Wurster, S. H., and J. F. MacCatney, "Faculty Development: Planning for Individual and Institutional Renewal," Planning for Higher Education, 9(2):14-21, 1980.

APPENDIXES

APPENDIX A

QUESTIONNAIRES

I. THAI VERSION QUESTIONNAIRE

ตอนที่ ๑

ข้อมูลส่วนตัว

๑. วิทยาเขต ....

๒. คณะ ....

๓. ภาควิชา ....

๔. ตำแหน่งทางวิชาการ .....อาจารย์, ...ผู้ช่วยศาสตราจารย์, ...รองศาสตราจารย์,

..... ศาสตราจารย์

๕. ตำแหน่งทางบริหาร .....หัวหน้าภาควิชา, ...รองคณบดี, ...คณบดี, ...รองอธิการบดี

.....อธิการบดี, ...ตำแหน่งอื่น(โปรดระบุ)..............................

๖. คุณวุฒิ

ปริญญาหรือวุฒิบัตร	สถาบันที่สำเร็จการศึกษา	ปีที่สำเร็จการศึกษา
....	....	....
....	....	....
....	....	....
....	....	....

๗. วิชาที่มีความเชี่ยวชาญ หรือวิชาที่สอน ....

๘. จำนวนปีที่ทำการสอน นับถึงเดือนมีนาคม ๒๕๒๘

๘.๑ มหาวิทยาลัยศรีนครินทรวิโรฒ .....ปี

๘.๒ ระดับมหาวิทยาลัยทั้งหมด .....ปี

๘.๓ ระดับวิทยาลัย .....ปี

๘.๔ ระดับมัธยมศึกษา .....ปี

๘.๕ ระดับประถมศึกษา .....ปี

๙. ประสบการณ์การทำงานสุดท้ายก่อนปฏิบัติงานในมหาวิทยาลัยศรีนครินทรวิโรฒ (ถ้ามีโปรดระบุ)

....

ตอนที่ ๒

จุดมุ่งหมายของการพัฒนาอาจารย์

คำชี้แจง

แบบสอบถามตอนที่ ๒ นี้ ประกอบด้วยข้อความเกี่ยวกับจุดมุ่งหมายของการพัฒนาอาจารย์ โปรดเขียนวงกลมรอบตัวเลขตอนท้ายของแต่ละข้อ เพื่อแสดงว่าท่านต้องการให้การพัฒนาอาจารย์ในวิทยาเขตของท่าน ประสบผลตามจุดมุ่งหมายนั้นๆเพียงใด

ความหมายของตัวเลข ๑=ไม่ต้องการเลย, ๒=ต้องการบ้างเล็กน้อย, ๓=ต้องการปานกลาง
๔=ต้องการค่อนข้างมาก, ๕=ต้องการมาก

ตัวอย่าง ท่านต้องการให้การพัฒนาอาจารย์ในวิทยาเขตของท่านประสบผลตามจุดมุ่งหมายต่อไปนี้เพียงใด?

๐. เพื่อเรียนรู้การใช้แหล่งชุมชนช่วยการเรียนการสอน .... ๑ ๒ ๓ [✓ ๔] ๕

คำตอบข้างบนนี้แสดงว่าท่านต้องการค่อนข้างมากให้ "การใช้แหล่งความรู้ในชุมชนช่วยการเรียนการสอน" เป็นจุดมุ่งหมายของการพัฒนาอาจารย์ในวิทยาเขตของท่าน

ความหมายของตัวเลข ๑=ไม่ต้องการเลย, ๒=ต้องการบ้างเล็กน้อย, ๓=ต้องการปานกลาง
๔=ต้องการค่อนข้างมาก, ๕=ต้องการมาก

ท่านต้องการให้การพัฒนาอาจารย์ในวิทยาเขตของท่านประสบผลตามจุดมุ่งหมายต่อไปนี้เพียงใด?

๑. เพื่อเข้าใจปรัชญาของสถาบันการศึกษาแห่งนี้ ๑ ๒ ๓ ๔ ๕

๒. เพื่อพัฒนาความรู้และทักษะด้านมนุษยสัมพันธ์ ๑ ๒ ๓ ๔ ๕

๓. เพื่อเรียนรู้ปัญหาที่เกี่ยวกับ   โปรแกรมการเรียนการสอนในวิทยาเขตนี้ ๑ ๒ ๓ ๔ ๕

๔. เพื่อเรียนรู้วิธีการสอนเป็นรายบุคคล (individualized instruction) ๑ ๒ ๓ ๔ ๕

๕. เพื่อทราบประวัติความเป็นมาของวิทยาเขตนี้ ๑ ๒ ๓ ๔ ๕

๖. เพื่อเข้าใจพฤติกรรมของนิสิตนักศึกษา ๑ ๒ ๓ ๔ ๕

๗. เพื่อเข้าใจหลักการพูดในที่ชุมชนของท่าน ๑ ๒ ๓ ๔ ๕

๘. เพื่อเข้าใจการบริหารองค์กรทางการศึกษา (educational organizations) ๑ ๒ ๓ ๔ ๕

๙. เพื่อเรียนรู้จิตวิทยาแขนงที่เกี่ยวกับผู้ใหญ่ ๑ ๒ ๓ ๔ ๕

๑๐. เพื่อให้สามารถสัมพันธ์วิชาที่สอนกับวิชาอื่น ๑ ๒ ๓ ๔ ๕

๑๑. เพื่อปรับปรุงทักษะการใช้โสตทัศนูปกรณ์ ๑ ๒ ๓ ๔ ๕

๑๒. เพื่อเข้าใจวิธีจูงใจผู้ใหญ่ (นิสิตนักศึกษา) ๑ ๒ ๓ ๔ ๕

ความหมายของตัวเลข ๑=ไม่ต้องการเลย, ๒=ต้องการบ้างเล็กน้อย, ๓=ต้องการปานกลาง,
๔=ต้องการค่อนข้างมาก, ๕=ต้องการมาก

---

๑๓. เพื่อพัฒนาปรัชญาการศึกษาในแนวคิดของท่าน ๑ ๒ ๓ ๔ ๕

๑๔. เพื่อเพิ่มพูนความรู้ในสาขาวิชาที่สอน ๑ ๒ ๓ ๔ ๕

๑๕. เพื่อเรียนรู้วิธีประเมินผลการสอนด้วยตัวเอง โดยมุ่งนำผลมาปรับปรุงการสอน ๑ ๒ ๓ ๔ ๕

๑๖. เพื่อสำนึกถึงความรับผิดชอบต่อเพื่อนอาจารย์และวิชาชีพ ๑ ๒ ๓ ๔ ๕

๑๗. เพื่อหาความรู้และทักษะด้านการสอนระดับมหาวิทยาลัย เนื่องจากขาดการฝึกอบรมทางด้านนี้ ๑ ๒ ๓ ๔ ๕

๑๘. เพื่อปรับปรุงการปฏิบัติงานของตนให้เป็นที่ยอมรับของนิสิตนักศึกษา ผู้ปกครอง และประชาชน ๑ ๒ ๓ ๔ ๕

๑๙. เพื่อพัฒนาความสามารถด้านการสื่อความหมาย (communication) ซึ่งช่วยส่งเสริมสัมพันธภาพที่ดีกับผู้อื่น ๑ ๒ ๓ ๔ ๕

๒๐. เพื่อปรับความรู้สาขาวิชาที่ตนสอนให้ทันต่อเหตุการณ์ ๑ ๒ ๓ ๔ ๕

๒๑. เพื่อปรับปรุงวิธีการทำงานร่วมกับเพื่อนอาจารย์ ๑ ๒ ๓ ๔ ๕

๒๒. เพื่อเข้าใจบทบาทของบริการแนะแนวประจำวิทยาเขต ๑ ๒ ๓ ๔ ๕

๒๓. เพื่อเข้าใจหน้าที่และบทบาทของอาจารย์ในวิทยาเขต ๑ ๒ ๓ ๔ ๕

๒๔. เพื่อปรับปรุงทักษะด้านการสื่อความหมายซึ่งใช้ในการเรียนการสอนตามแนวที่ให้ความสำคัญความคิดเห็นของนิสิตนักศึกษา ๑ ๒ ๓ ๔ ๕

๒๕. เพื่อเรียนรู้วิธีสอนนิสิตนักศึกษาที่มีปัญหาทางการเรียน (เช่นมีความสามารถด้อยด้านภาษาพูด) ๑ ๒ ๓ ๔ ๕

๒๖. เพื่อปรับปรุงทักษะการสอนแบบบรรยาย ๑ ๒ ๓ ๔ ๕

๒๗. เพื่อเข้าใจเรื่องการเมืองซึ่งเกี่ยวข้องกับการศึกษา ๑ ๒ ๓ ๔ ๕

๒๘. เพื่อเรียนรู้วิธีวิจัยด้านสังคมศาสตร์ ๑ ๒ ๓ ๔ ๕

๒๙. เพื่อเรียนรู้วิธีกำหนดโครงสร้าง (structure) ประสบการณ์การเรียน (เช่นจากง่ายไปหายาก) ๑ ๒ ๓ ๔ ๕

๓๐. เพื่อพัฒนาวิธีประเมินผลวัตถุประสงค์ของการสอนแต่ละวิชา ๑ ๒ ๓ ๔ ๕

๓๑. เพื่อศึกษาวิธีต่างๆสำหรับเสริมการเรียนรู้ (reinforcement of learning) ๑ ๒ ๓ ๔ ๕

๓๒. เพื่อปรับปรุงทักษะด้านการนำนิสิตนักศึกษาไปศึกษานอกสถานที่และการฝึกงานสนาม ๑ ๒ ๓ ๔ ๕

๓๓. เพื่อเรียนรู้ "วัฒนธรรมผู้เยาว์" (youth culture) ๑ ๒ ๓ ๔ ๕

ความหมายของตัวเลข ๑=ไม่ต้องการเลย, ๒=ต้องการบ้างเล็กน้อย, ๓=ต้องการปานกลาง,
๔=ต้องการค่อนข้างมาก, ๕=ต้องการมาก

---

๓๔. เพื่อเรียนรู้วิธีวินิจฉัยความต้องการด้านการศึกษาของนิสิตนักศึกษา ๑ ๒ ๓ ๔ ๕

๓๕. เพื่อเรียนรู้วิธีสร้างแบบประเมินความก้าวหน้าของนิสิตนักศึกษา ๑ ๒ ๓ ๔ ๕

๓๖. เพื่อเรียนรู้วิธีเขียนวัตถุประสงค์ของการสอน ของวิชาที่สอน และของหัวข้อวิชาที่สอน ๑ ๒ ๓ ๔ ๕

๓๗. เพื่อเรียนรู้องค์ประกอบด้านการเมืองและเศรษฐกิจสังคมซึ่งมีผลกระทบต่อวิทยาเขต ๑ ๒ ๓ ๔ ๕

๓๘. เพื่อเรียนรู้วิธีใช้เวลาว่างของตนให้เกิดประโยชน์ที่สุด ๑ ๒ ๓ ๔ ๕

๓๙. เพื่อเรียนรู้วิธีเตรียมวัสดุการเรียนให้นิสิตนักศึกษาสามารถเรียนได้ด้วยตนเอง ๑ ๒ ๓ ๔ ๕

๔๐. เพื่อส่งเสริมให้อาจารย์ผูกพันตนเองกับความมุ่งหมายของมหาวิทยาลัย ๑ ๒ ๓ ๔ ๕

๔๑. เพื่อเรียนรู้ทฤษฎีการเรียนการสอนผู้ใหญ่ (นิสิตนักศึกษา) ๑ ๒ ๓ ๔ ๕

๔๒. เพื่อเรียนรู้วิธีใช้กระบวนการกลุ่ม (group dynamics) ๑ ๒ ๓ ๔ ๕

๔๓. เพื่อให้มีความไหวตัวต่อความต้องการด้านอารมณ์และสังคมของนิสิตนักศึกษา ๑ ๒ ๓ ๔ ๕

๔๔. เพื่อเรียนรู้นโยบายเกี่ยวกับการรับนิสิตนักศึกษา และเกี่ยวกับการควบคุมเรื่องเวลาเรียน.. ๑ ๒ ๓ ๔ ๕

๔๕. เพื่อเข้าใจทฤษฎีเกี่ยวกับองค์กรทางสังคม (social organizations) ๑ ๒ ๓ ๔ ๕

๔๖. เพื่อเรียนรู้วิธีเผยแพร่บทความทางวิชาการของตน ๑ ๒ ๓ ๔ ๕

๔๗. เพื่อเรียนรู้และประยุกต์การวางแผนและการพัฒนาหลักสูตร ๑ ๒ ๓ ๔ ๕

๔๘. เพื่อทำการวิจัยเรื่องที่สัมพันธ์กับวิชาสอนและกับการสอนของตน ๑ ๒ ๓ ๔ ๕

๔๙. เพื่อเรียนรู้วิธีเขียนหน่วยเรียนสำเร็จรูป (programmed course units) ๑ ๒ ๓ ๔ ๕

๕๐. เพื่อเรียนรู้การปฏิบัติงานและหน้าที่ของหน่วยบริการวัสดุการเรียน (รวมทั้งห้องสมุด) ๑ ๒ ๓ ๔ ๕

๕๑. เพื่อเรียนรู้หน้าที่ของฝ่ายบริหารในวิทยาเขต ๑ ๒ ๓ ๔ ๕

๕๒. เพื่อเรียนรู้เกี่ยวกับบริการและวิทยากรต่างๆในชุมชน ๑ ๒ ๓ ๔ ๕

๕๓. เพื่อให้รู้ว่าอาจารย์ควรร่วมกิจกรรมนอกหลักสูตรในมหาวิทยาลัยเพียงใด ๑ ๒ ๓ ๔ ๕

๕๔. เพื่อเรียนรู้วิธีแบ่งกลุ่มผู้เรียนให้เหมาะกับการเรียนการสอน ๑ ๒ ๓ ๔ ๕

๕๕. เพื่อปรับปรุงเทคนิคการอภิปรายซึ่งใช้ในการสอน ๑ ๒ ๓ ๔ ๕

๕๖. เพื่อเรียนรู้นวกรรมทางการศึกษาระดับมหาวิทยาลัย ๑ ๒ ๓ ๔ ๕

๕๗. เพื่อเข้าใจความหมายของ "นโยบายเปิด" ของการศึกษาระดับมหาวิทยาลัย ๑ ๒ ๓ ๔ ๕

๕๘. เพื่อเรียนรู้วิธีใช้คอมพิวเตอร์ช่วยการเรียนการสอนระดับมหาวิทยาลัย ๑ ๒ ๓ ๔ ๕

ความหมายของตัวเลข ๑ ไม่ต้องการเลย, ๒ ต้องการบ้างเล็กน้อย, ๓ ต้องการปานกลาง
๔ ต้องการค่อนข้างมาก, ๕ ต้องการมาก

---

๕๙. เพื่อเรียนรู้วิธีเตรียมวัสดุการเรียนที่ใช้กับบทเรียนสำเร็จรูป และกับบทเรียนแบบที่อาศัยสื่อการเรียนหลายอย่าง (multi-media approaches to teaching) ๑ ๒ ๓ ๔ ๕

๖๐. เพื่อทราบลักษณะโดยทั่วๆไปของสภานิสิตนักศึกษาในวิทยาเขต ๑ ๒ ๓ ๔ ๕

๖๑. เพื่อทราบโอกาสทางอาชีพของบัณฑิตที่จบจากมหาวิทยาลัยศรีนครินทรวิโรฒ ๑ ๒ ๓ ๔ ๕

๖๒. เพื่อเรียนรู้วิธีพัฒนาความสัมพันธ์ระหว่างอาจารย์กับนิสิตนักศึกษา ๑ ๒ ๓ ๔ ๕

๖๓. เพื่อพัฒนาทักษะซึ่งช่วยให้การเรียนมีความหมายต่อผู้เรียน ๑ ๒ ๓ ๔ ๕

๖๔. เพื่อพัฒนากลวิธีให้ผู้เรียนมีส่วนร่วมกำหนดประสบการณ์การเรียนการสอน ๑ ๒ ๓ ๔ ๕

๖๕. เพื่อพัฒนาทักษะการใช้เกมส์ และการใช้แบบจำลองเหตุการณ์ ประกอบการเรียนการสอน ๑ ๒ ๓ ๔ ๕

๖๖. เพื่อเรียนรู้วิธีใช้โสตทัศนูปกรณ์เป็นสื่อการเรียนการสอน ๑ ๒ ๓ ๔ ๕

๖๗. เพื่อเรียนรู้เทคนิคการสอนแบบอื่นๆที่นอกเหนือจากแบบบรรยาย ๑ ๒ ๓ ๔ ๕

๖๘. จุดมุ่งหมายอื่นๆของการพัฒนาอาจารย์ (โปรดระบุ)

๖๘.๑ .... ๑ ๒ ๓ ๔ ๕

๖๘.๒ .... ๑ ๒ ๓ ๔ ๕

๖๘.๓ .... ๑ ๒ ๓ ๔ ๕

ตอนที่ ๓

วิธีต่างๆสำหรับการพัฒนาอาจารย์

คำชี้แจง

แบบสอบถามตอนที่ ๓ นี้ เป็นข้อความเกี่ยวกับวิธีต่างๆที่อาจใช้กับโครงการพัฒนาอาจารย์ในวิทยาเขตของท่าน โปรดเขียนวงกลมรอบตัวเลขสองชุดตอนท้ายแต่ละข้อ เพื่อแสดงความคิดเห็นของท่านในลักษณะต่อไปนี้

๑. ตัวเลขชุดแรก แสดงถึงสภาพจริงในปัจจุบัน เกี่ยวกับน้ำหนักการเน้นการใช้วิธีนั้นๆ

๒. ตัวเลขชุดที่สอง แสดงถึงความคิดเห็นของท่านเกี่ยวกับการเน้นการใช้วิธีนั้นๆ

ความหมายของตัวเลข ๑ ไม่เน้นเลย, ๒ เน้นบ้างเล็กน้อย, ๓ เน้นปานกลาง, ๔ เน้นค่อนข้างมาก, ๕ เน้นมาก

ตัวอย่าง ท่านคิดว่าตามสภาพจริงในปัจจุบัน วิทยาเขตของท่านเน้นการใช้วิธีต่อไปนี้เพื่อการพัฒนาอาจารย์เพียงใด และท่านคิดว่าควรเน้นวิธีนั้นๆเพียงใด

๐. เชิญวิทยากรจากต่างประเทศมาร่วมจัดโครงการพัฒนาอาจารย์	สภาพจริง	[✓ ๑] ๒ ๓ ๔ ๕
	ควรเป็น	๑ ๒ ๓ [✓ ๔] ๕

คำตอบข้างบนนี้แสดงว่า ในวิทยาเขตของท่านไม่เชิญวิทยากรจากต่างประเทศมาร่วมจัดโครงการพัฒนาอาจารย์เลย แต่ท่านเห็นว่าควรใช้วิธีนี้ค่อนข้างมาก

ความหมายของตัวเลข ๑ ไม่เน้นเลย, ๒ เน้นบ้างเล็กน้อย, ๓ เน้นปานกลาง, ๔ เน้นค่อนข้างมาก, ๕ เน้นมาก

ท่านคิดว่าตามสภาพจริงในปัจจุบัน วิทยาเขตของท่านเน้นการใช้วิธีต่อไปนี้เพื่อการพัฒนาอาจารย์ เพียงใด และท่านคิดว่าควรเน้นการใช้วิธีนั้นๆเพียงใด

๑. การประชุมเชิงปฏิบัติการ หรือการให้ความรู้เกี่ยวกับเทคนิคการสอนแบบต่างๆ	สภาพจริง	๑ ๒ ๓ ๔ ๕
	ควรเป็น	๑ ๒ ๓ ๔ ๕
๒. การประชุมเชิงปฏิบัติการ การสัมมนา หรือการอบรมระยะสั้น เพื่อทบทวนเนื้อหาวิชา หรือเพื่อหาความรู้ใหม่ๆในวิชาที่สอน	สภาพจริง	๑ ๒ ๓ ๔ ๕
	ควรเป็น	๑ ๒ ๓ ๔ ๕
๓. การประชุมเชิงปฏิบัติการ หรือการสัมมนาเกี่ยวกับการพัฒนาหลักสูตร	สภาพจริง	๑ ๒ ๓ ๔ ๕
	ควรเป็น	๑ ๒ ๓ ๔ ๕
๔. การประชุมเชิงปฏิบัติการ หรือการสัมมนาเกี่ยวกับการทดสอบและการประเมินผลนิสิตนักศึกษา	สภาพจริง	๑ ๒ ๓ ๔ ๕
	ควรเป็น	๑ ๒ ๓ ๔ ๕
๕. การประชุมเชิงปฏิบัติการ การสัมมนา หรือการจัดโปรแกรมต่างๆที่จะช่วยให้อาจารย์เข้าใจจุดมุ่งหมายของมหาวิทยาลัยนี้และประเภทของนิสิตนักศึกษา	สภาพจริง	๑ ๒ ๓ ๔ ๕
	ควรเป็น	๑ ๒ ๓ ๔ ๕
๖. การประชุมเชิงปฏิบัติการ หรือการจัดโปรแกรม เพื่อช่วยให้อาจารย์ปรับปรุงทักษะทางวิชาการและการให้คำปรึกษา	สภาพจริง	๑ ๒ ๓ ๔ ๕
	ควรเป็น	๑ ๒ ๓ ๔ ๕

ความหมายของตัวเลข ๑ ไม่เน้นเลย, ๒ เน้นบ้างเล็กน้อย, ๓ เน้นปานกลาง, เน้นค่อนข้างมาก, ๕ เน้นมาก

๗. การประชุมเชิงปฏิบัติการ หรือการสัมนา เพื่อช่วยให้อาจารย์ปรับปรุงทักษะด้านวิชาการ และการวิจัย	สภาพจริง ควรเป็น	๑ ๒ ๓ ๔ ๕ ๑ ๒ ๓ ๔ ๕
๘. การประชุมเชิงปฏิบัติการ การสัมนา หรือการจัดโปรแกรม เพื่อมุ่งด้านการปรับปรุงการบริหารงานของภาควิชา	สภาพจริง ควรเป็น	๑ ๒ ๓ ๔ ๕ ๑ ๒ ๓ ๔ ๕
๙. การประชุมเชิงปฏิบัติการ หรือการให้ความรู้ เกี่ยวกับการสำรวจปัญหาทั่วไปและแนวโน้มทางการศึกษา	สภาพจริง ควรเป็น	๑ ๒ ๓ ๔ ๕ ๑ ๒ ๓ ๔ ๕
๑๐. การประชุมเชิงปฏิบัติการ หรือการจัดโปรแกรมต่างๆ เพื่อช่วยให้อาจารย์ปรับปรุงความสามารถด้านมนุษยสัมพันธ์และสำรวจค่านิยมทางการศึกษา	สภาพจริง ควรเป็น	๑ ๒ ๓ ๔ ๕ ๑ ๒ ๓ ๔ ๕
๑๑. การประเมินค่าการสอนของอาจารย์อย่างมีระบบโดยนิสิตนักศึกษา เพื่อนำผลมาปรับปรุงการสอน	สภาพจริง ควรเป็น	๑ ๒ ๓ ๔ ๕ ๑ ๒ ๓ ๔ ๕
๑๒. การวัดผลอาจารย์อย่างมีระบบโดยอาจารย์ท่านอื่น (โดยวิธีสังเกตการสอน หรือใช้แบบฟอร์มประเมินผล) เพื่อนำผลมาปรับปรุงการสอนและปรับปรุงวิชาที่สอน	สภาพจริง ควรเป็น	๑ ๒ ๓ ๔ ๕ ๑ ๒ ๓ ๔ ๕
๑๓. การประเมินผลอาจารย์อย่างไม่เป็นทางการโดยอาจารย์ท่านอื่น เพื่อนำผลมาปรับปรุงการสอน	สภาพจริง ควรเป็น	๑ ๒ ๓ ๔ ๕ ๑ ๒ ๓ ๔ ๕
๑๔. การประเมินผลอาจารย์อย่างมีระบบโดยผู้บริหาร เพื่อนำผลมาปรับปรุงการสอน	สภาพจริง ควรเป็น	๑ ๒ ๓ ๔ ๕ ๑ ๒ ๓ ๔ ๕
๑๕. การจัดระบบให้อาจารย์ประเมินผลตนเอง	สภาพจริง ควรเป็น	๑ ๒ ๓ ๔ ๕ ๑ ๒ ๓ ๔ ๕
๑๖. เชิญผู้เชี่ยวชาญด้านการสอนมาเยี่ยมชั้นเรียน และวินิจฉัยการสอน	สภาพจริง ควรเป็น	๑ ๒ ๓ ๔ ๕ ๑ ๒ ๓ ๔ ๕
๑๗. จัดทำเทปบันทึกภาพการสอนในชั้น เพื่อนำมาวิเคราะห์สำหรับปรับปรุงการสอน	สภาพจริง ควรเป็น	๑ ๒ ๓ ๔ ๕ ๑ ๒ ๓ ๔ ๕
๑๘. อาจารย์ที่มีความเชี่ยวชาญ ให้คำปรึกษาแก่อาจารย์ท่านอื่นเกี่ยวกับการปรับปรุงการสอนและวิชาที่สอน	สภาพจริง ควรเป็น	๑ ๒ ๓ ๔ ๕ ๑ ๒ ๓ ๔ ๕
๑๙. จัดอาจารย์ที่มีความสามารถ หรืออาจารย์ที่มีประสบการณ์ให้ทำงานใกล้ชิดกับอาจารย์ใหม่	สภาพจริง ควรเป็น	๑ ๒ ๓ ๔ ๕ ๑ ๒ ๓ ๔ ๕
๒๐. การวางแผนพัฒนาทางวิชาชีพและส่วนตัวของอาจารย์แต่ละท่าน	สภาพจริง ควรเป็น	๑ ๒ ๓ ๔ ๕ ๑ ๒ ๓ ๔ ๕
๒๑. อาจารย์ผู้เชี่ยวชาญให้ความช่วยเหลือแก่อาจารย์ท่านอื่นเรื่องการใช้โสตทัศนูปกรณ์ประกอบการสอน	สภาพจริง ควรเป็น	๑ ๒ ๓ ๔ ๕ ๑ ๒ ๓ ๔ ๕

ความหมายของตัวเลข ๑ ไม่เน้นเลย ๒ เน้นบ้างเล็กน้อย ๓ เน้นปานกลาง ๔ เน้นค่อนข้างมาก ๕ เน้นมาก

---

๒๒. ช่วยอาจารย์ให้รู้จักใช้เทคโนโลยี่ทางการสอน เช่นบทเรียนสำเร็จรูป (programmed learning)	สภาพจริง	๑ ๒ ๓ ๔ ๕
	ควรเป็น	๑ ๒ ๓ ๔ ๕
๒๓. ผู้เชี่ยวชาญให้คำปรึกษาอาจารย์แต่ละท่าน เรื่องการเขียนจุดมุ่งหมาย และการเขียนโครงร่างวิชาที่สอน	สภาพจริง	๑ ๒ ๓ ๔ ๕
	ควรเป็น	๑ ๒ ๓ ๔ ๕
๒๔. ผู้เชี่ยวชาญช่วยอาจารย์พัฒนาทักษะการสอนแบบต่างๆ เช่นแบบบรรยาย แบบอภิปราย แบบ individualized instruction	สภาพจริง	๑ ๒ ๓ ๔ ๕
	ควรเป็น	๑ ๒ ๓ ๔ ๕
๒๕. ใช้สถานการณ์จำลองเพื่อช่วยให้อาจารย์เรียนรู้และปฏิบัติทักษะการสอน (simulations)	สภาพจริง	๑ ๒ ๓ ๔ ๕
	ควรเป็น	๑ ๒ ๓ ๔ ๕
๒๖. จัดห้องสมุดพิเศษซึ่งอำนวยความสะดวกแก่อาจารย์ในการค้นคว้าเรื่องเกี่ยวกับการสอนแบบต่างๆ จิตวิทยาการเรียนรู้ และเรื่องอื่นๆที่เกี่ยวกับการเรียนการสอน	สภาพจริง	๑ ๒ ๓ ๔ ๕
	ควรเป็น	๑ ๒ ๓ ๔ ๕
๒๗. ไปเยี่ยมสถาบันการศึกษาอื่น หรือวิทยาเขตอื่น เพื่อหาความรู้ด้านการจัดโปรแกรมการศึกษา หรือการใช้นวกรรมต่างๆ	สภาพจริง	๑ ๒ ๓ ๔ ๕
	ควรเป็น	๑ ๒ ๓ ๔ ๕
๒๘. จัดโครงการแลกเปลี่ยนอาจารย์ระหว่างสถาบัน	สภาพจริง	๑ ๒ ๓ ๔ ๕
	ควรเป็น	๑ ๒ ๓ ๔ ๕
๒๙. อาจารย์ในวิทยาเขตเป็นวิทยากรเปิดอบรมแก่อาจารย์ที่สนใจ	สภาพจริง	๑ ๒ ๓ ๔ ๕
	ควรเป็น	๑ ๒ ๓ ๔ ๕
๓๐. ให้คำปรึกษาอาจารย์แต่ละท่าน เรื่องการวางจุดมุ่งหมายทางวิชาชีพ และการพัฒนาตนเอง	สภาพจริง	๑ ๒ ๓ ๔ ๕
	ควรเป็น	๑ ๒ ๓ ๔ ๕
๓๑. จัดหมุนเวียนรายงานข่าว หรือบทความเกี่ยวกับการปรับปรุงการสอน หรือการพัฒนาอาจารย์	สภาพจริง	๑ ๒ ๓ ๔ ๕
	ควรเป็น	๑ ๒ ๓ ๔ ๕
๓๒. วิธีอื่นๆที่เกี่ยวกับการพัฒนาอาจารย์ (โปรดระบุ)		
๓๒.๑	สภาพจริง	๑ ๒ ๓ ๔ ๕
....	ควรเป็น	๑ ๒ ๓ ๔ ๕
๓๒.๒	สภาพจริง	๑ ๒ ๓ ๔ ๕
....	ควรเป็น	๑ ๒ ๓ ๔ ๕
๓๒.๓	สภาพจริง	๑ ๒ ๓ ๔ ๕
....	ควรเป็น	๑ ๒ ๓ ๔ ๕

ตอนที่ ๔

การจัดระเบียบทางองค์กรเพื่อการพัฒนาอาจารย์

คำชี้แจง แบบสอบถามตอนที่ ๔ นี้ ประกอบด้วยข้อความเกี่ยวกับการจัดระเบียบทางองค์กร (organizational arrangements) ซึ่งมีผลกระทบต่อคุณภาพของโครงการพัฒนาอาจารย์ โปรดเขียนวงกลมรอบตัวเลขสองชุดท้ายแต่ละข้อเพื่อแสดงความคิดเห็นของท่านว่า การจัดระเบียบทางองค์กรต่อไปนี้มีการจัดจริงในวิทยาเขตของท่านเพียงใด และท่านคิดว่าควรจัดเพียงใด

ความหมายของตัวเลข ๑ ไม่จัดเลย ๒ จัดบ้างเล็กน้อย ๓ จัดปานกลาง ๔ จัดค่อนข้างมาก ๕ จัดมาก

---

๑. ช่วงเวลาต่อไปนี้ ใช้จัดกิจกรรมต่างๆ ของการพัฒนาอาจารย์ในวิทยาเขตท่านเพียงใด และท่านคิดว่าควรจัดเพียงใด

๑.๑ เปิดภาคเรียนใหม่ๆ	สภาพจริง ควรเป็น	๑ ๒ ๓ ๔ ๕ ๑ ๒ ๓ ๔ ๕
๑.๒ ช่วงเปิดเรียนปรกติ	สภาพจริง ควรเป็น	๑ ๒ ๓ ๔ ๕ ๑ ๒ ๓ ๔ ๕
๑.๓ ช่วงปิดระหว่างภาคเรียน	สภาพจริง ควรเป็น	๑ ๒ ๓ ๔ ๕ ๑ ๒ ๓ ๔ ๕
๑.๔ ภาคฤดูร้อน	สภาพจริง ควรเป็น	๑ ๒ ๓ ๔ ๕ ๑ ๒ ๓ ๔ ๕

๑.๕ ช่วงเวลาอื่น (โปรดระบุ) ....

๒. สถานที่ต่อไปนี้ตามสภาพจริงใช้จัดกิจกรรมต่างๆของการพัฒนาอาจารย์ในวิทยาเขตของท่านเพียงใด และท่านคิดว่าควรจัดเพียงใด

๒.๑ วิทยาเขตประสานมิตร	สภาพจริง ควรเป็น	๑ ๒ ๓ ๔ ๕ ๑ ๒ ๓ ๔ ๕
๒.๒ วิทยาเขตบางเขน	สภาพจริง ควรเป็น	๑ ๒ ๓ ๔ ๕ ๑ ๒ ๓ ๔ ๕
๒.๓ วิทยาเขตปทุมวัน	สภาพจริง ควรเป็น	๑ ๒ ๓ ๔ ๕ ๑ ๒ ๓ ๔ ๕
๒.๔ วิทยาเขตพลศึกษา	สภาพจริง ควรเป็น	๑ ๒ ๓ ๔ ๕ ๑ ๒ ๓ ๔ ๕

๒.๕ วิทยาเขตต่างจังหวัด (โปรดระบุ) ....

๒.๖ มหาวิทยาลัยอื่น (โปรดระบุ) ....

ความหมายของตัวเลข ๑ ไม่จัดเลย ๒ จัดบ้างเล็กน้อย ๓ ปานกลาง ๔ ค่อนข้างมาก ๕ มาก

๒.๗ สถานที่ในชุมชน
สภาพจริง ๑ ๒ ๓ ๔ ๕
ควรเป็น ๑ ๒ ๓ ๔ ๕

๒.๘ สถานที่อื่น (โปรดระบุ) ....

๓. บุคลากรต่อไปนี้ ตามสภาพจริงรับผิดชอบเกี่ยวกับการพัฒนาอาจารย์เพียงใด และท่านคิดว่าควรรับผิดชอบเพียงใด

๓.๑ อธิการบดี
สภาพจริง ๑ ๒ ๓ ๔ ๕
ควรเป็น ๑ ๒ ๓ ๔ ๕

๓.๒ รองอธิการบดีวิทยาเขตสาขา
สภาพจริง ๑ ๒ ๓ ๔ ๕
ควรเป็น ๑ ๒ ๓ ๔ ๕

๓.๓ รองอธิการบดีฝ่าย (โปรดระบุ) ....
สภาพจริง ๑ ๒ ๓ ๔ ๕
ควรเป็น ๑ ๒ ๓ ๔ ๕

๓.๔ คณบดี
สภาพจริง ๑ ๒ ๓ ๔ ๕
ควรเป็น ๑ ๒ ๓ ๔ ๕

๓.๕ รองคณบดี
สภาพจริง ๑ ๒ ๓ ๔ ๕
ควรเป็น ๑ ๒ ๓ ๔ ๕

๓.๖ หัวหน้าภาควิชา
สภาพจริง ๑ ๒ ๓ ๔ ๕
ควรเป็น ๑ ๒ ๓ ๔ ๕

๓.๗ สภาคณาจารย์วิทยาเขตกลาง
สภาพจริง ๑ ๒ ๓ ๔ ๕
ควรเป็น ๑ ๒ ๓ ๔ ๕

๓.๘ สภาคณาจารย์วิทยาเขตสาขา
สภาพจริง ๑ ๒ ๓ ๔ ๕
ควรเป็น ๑ ๒ ๓ ๔ ๕

๓.๙ อาจารย์ที่ได้รับมอบหมายหน้าที่นี้โดยเฉพาะ
สภาพจริง ๑ ๒ ๓ ๔ ๕
ควรเป็น ๑ ๒ ๓ ๔ ๕

๓.๑๐ ผู้อื่น (โปรดระบุ) ....

๔. การพัฒนาอาจารย์ในวิทยาเขตของท่านอาศัยวิทยากรต่อไปนี้เพียงใด และท่านคิดว่าควรอาศัยเพียงใด

๔.๑ อธิการบดี
สภาพจริง ๑ ๒ ๓ ๔ ๕
ควรเป็น ๑ ๒ ๓ ๔ ๕

๔.๒ รองอธิการบดีวิทยาเขตสาขา
สภาพจริง ๑ ๒ ๓ ๔ ๕
ควรเป็น ๑ ๒ ๓ ๔ ๕

๔.๓ รองอธิการบดีฝ่าย (โปรดระบุ) ....
สภาพจริง ๑ ๒ ๓ ๔ ๕
ควรเป็น ๑ ๒ ๓ ๔ ๕

๔.๔ คณบดี
สภาพจริง ๑ ๒ ๓ ๔ ๕
ควรเป็น ๑ ๒ ๓ ๔ ๕

๔.๕ รองคณบดีประจำวิทยาเขต
สภาพจริง ๑ ๒ ๓ ๔ ๕
ควรเป็น ๑ ๒ ๓ ๔ ๕

ความหมายของตัวเลข ๑ ไม่เลย ๒ เพียง เล็กน้อย ๓ ปานกลาง ๔ ค่อนข้างมาก ๕ มาก

๔.๖ หัวหน้าภาควิชา	สภาพจริง	๑ ๒ ๓ ๔ ๕
	ควรเป็น	๑ ๒ ๓ ๔ ๕
๔.๗ สภาคณาจารย์วิทยาเขตกลาง	สภาพจริง	๑ ๒ ๓ ๔ ๕
	ควรเป็น	๑ ๒ ๓ ๔ ๕
๔.๘ สภาคณาจารย์วิทยาเขตสาขา	สภาพจริง	๑ ๒ ๓ ๔ ๕
	ควรเป็น	๑ ๒ ๓ ๔ ๕
๔.๙ อาจารย์ที่ได้รับมอบหมายให้ทำหน้าที่นี้โดยเฉพาะ	สภาพจริง	๑ ๒ ๓ ๔ ๕
	ควรเป็น	๑ ๒ ๓ ๔ ๕
๔.๑๐ ผู้เชี่ยวชาญจากนอกมหาวิทยาลัย	สภาพจริง	๑ ๒ ๓ ๔ ๕
	ควรเป็น	๑ ๒ ๓ ๔ ๕
๔.๑๑ ผู้อื่น (โปรดระบุ)		

๕. วิทยาเขตของท่านให้บริการต่อไปนี้เพื่อเน้นการส่งเสริมให้อาจารย์เข้าร่วมกิจกรรมการพัฒนาอาจารย์เพียงใด และท่านคิดว่าควรให้บริการเพียงใด

๕.๑ ลดชั่วโมงสอนของอาจารย์ลงชั่วคราว เพื่อให้สามารถปรับปรุงวิชาที่สอน	สภาพจริง	๑ ๒ ๓ ๔ ๕
	ควรเป็น	๑ ๒ ๓ ๔ ๕
๕.๒ ลดชั่วโมงสอนให้อาจารย์บรรจุใหม่สอนน้อยกว่าเกณฑ์	สภาพจริง	๑ ๒ ๓ ๔ ๕
	ควรเป็น	๑ ๒ ๓ ๔ ๕
๕.๓ อนุญาตให้อาจารย์ลาศึกษาต่อโดยได้รับเงินเดือนเต็ม	สภาพจริง	๑ ๒ ๓ ๔ ๕
	ควรเป็น	๑ ๒ ๓ ๔ ๕
๕.๔ เพิ่มเงินเดือนให้อาจารย์ที่ผ่านโปรแกรมการพัฒนาอาจารย์	สภาพจริง	๑ ๒ ๓ ๔ ๕
	ควรเป็น	๑ ๒ ๓ ๔ ๕
๕.๕ จัดสรรเงินให้อาจารย์ใช้พัฒนาวิชาที่สอนหรือวิธีสอน	สภาพจริง	๑ ๒ ๓ ๔ ๕
	ควรเป็น	๑ ๒ ๓ ๔ ๕
๕.๖ จัดสรรเงินค่าใช้จ่ายการเดินทางให้อาจารย์ไปฟื้นฟูหรือปรับปรุง	สภาพจริง	๑ ๒ ๓ ๔ ๕
ความรู้ในสาขาวิชาของตนให้ทันต่อเหตุการณ์	ควรเป็น	๑ ๒ ๓ ๔ ๕
๕.๗ จัดสรรเงินค่าใช้จ่ายการเดินทางให้อาจารย์ไปร่วมประชุมทาง	สภาพจริง	๑ ๒ ๓ ๔ ๕
วิชาชีพ (professional conferences)	ควรเป็น	๑ ๒ ๓ ๔ ๕
๕.๘ จัดสรรเงินเพื่อเป็นค่าใช้จ่ายในการเชิญวิทยากรจากนอกวิทยาเขต	สภาพจริง	๑ ๒ ๓ ๔ ๕
มาให้ความช่วยเหลือด้านการพัฒนาอาจารย์ทั้งระยะสั้นและระยะยาว	ควรเป็น	๑ ๒ ๓ ๔ ๕

๖. การจัดระเบียบทางองค์กรแบบอื่นๆ (โปรดระบุ)

....

ตอนที่ ๔

คำถามทั่วไป

๑. ช่วงปีการศึกษา ๒๕๒๔/๒๕๒๕ ท่านเข้าร่วมกิจกรรมการพัฒนาอาจารย์หรือไม่ ถ้าเข้าร่วมโปรดระบุกิจกรรมที่ท่านเห็นว่ามีประโยชน์ต่อท่านที่สุด และบอกด้วยว่ากิจกรรมนั้นสำคัญอย่างไร

๒. โปรดระบุปัญหาต่างๆเกี่ยวกับการปฏิบัติงานของอาจารย์ในมหาวิทยาลัยนี้ ซึ่งท่านเห็นว่าจำเป็นต้องอาศัยการพัฒนาความรู้ ทัศนคติ และ ทักษะบางประการ

๓. โปรดระบุปัญหาต่างๆของการปฏิบัติงานของอาจารย์มหาวิทยาลัยนี้ ที่ท่านเห็นว่าจำเป็นต้องมีการปรับปรุงสภาพการทำงาน หรือปรับปรุงการให้บริการอาจารย์

๔. โปรดเล่าถึงแผนการสำหรับการพัฒนาทางวิชาชีพของท่านเอง สำหรับปีการศึกษา ๒๕๒๕/๒๕๒๖

II. ENGLISH VERSION QUESTIONNAIRE

SECTION I

PERSONAL DATA

1. Campus ....

2. Faculty ....

3. Department ....

4. Position ....

a. Academic position: ....lecturer; ....assistant professor;

.........associate professor; or ....professor.

b. Administrative position: ....Department Head; ....Associate Dean; ....Dean;

.........Vice President; ....President; or other position (specify).................................

5. Professional qualification(s):

Degree, Diploma, or Certificate Completed	Name of Institution	Year

6. Main field of study or teaching specialization

....

7. Years of Teaching Experience (include current year)

a. Teaching in this university .... yrs.

b. Teaching at university level .... yrs.

c. Teaching at college level .... yrs.

d. Teaching at secondary school level .... yrs.

e. Teaching at elementary school level .... yrs.

8. Specify your *most recent* fulltime work experience outside of this university.

....

SECTION II

AIMS OF FACULTY DEVELOPMENT

Instructions

The following list consists of selected aims related to faculty development programs and to needs or interests of academic staff. For each item, you are asked to circle a number to indicate your perception of the the importance of the faculty development aim.

The numbers of the scale correspond to the following ratings:

1=no need, 2=limited need, 3=moderate need, 4=considerable need, 5=great need

Example

What is your perception of the current need for development in each of the following aims?

To learn how to use community resources in the instructional program. 1 2 3(4)5

The reponse indicates that the respondent perceives that "learning about how to use community resources" is a considerable need personally by him.

Response key: 1=no need, 2=limited need, 3=moderate need, 4=considerable need, 5=great need

What is your perception of the current need for development in each of the following aims?

1. To understand the philosophy underlying this university. 1 2 3 4 5
2. To develop knowledge and skills in human relations. 1 2 3 4 5
3. To learn about this institution's problems related to implementation of instructional programs. 1 2 3 4 5
4. To learn how to individualize instruction. 1 2 3 4 5
5. To acquire a knowledge of the history of this university. 1 2 3 4 5
6. To understand student behavior. 1 2 3 4 5

Response key: 1=no need, 2=limited need, 3=moderate need, 4=considerable need, 5=great need

7. To improve skills in public speaking. 1 2 3 4 5

8. To understand the administration of educational organizations. 1 2 3 4 5

9. To learn the psychology of the adult student. 1 2 3 4 5

10. To learn to integrate content activities with other courses. 1 2 3 4 5

11. To improve skills in using audio-visual equipment and materials. 1 2 3 4 5

12. To understand the motivation of the adult student. 1 2 3 4 5

13. To develop personal philosophy of education. 1 2 3 4 5

14. To increase knowledge of fields related to one's own teaching specialty. 1 2 3 4 5

15. To learn how to use self-evaluation techniques to improve teaching performance. 1 2 3 4 5

16. To develop an awareness of one's responsibility towards colleagues and professional associations. 1 2 3 4 5

17. To acquire knowledge and skills necessary for college teaching but were not acquired from preservice training. 1 2 3 4 5

18. To improve own performance to meet expectations of students, parents and public. 1 2 3 4 5

19. To develop communication practices which encourage good public relations. 1 2 3 4 5

20. To update knowledge in own area of specialization. 1 2 3 4 5

21. To develop good working relationships with colleagues. 1 2 3 4 5

22. To understand the role of guidance and counseling services in this campus. 1 2 3 4 5

23. To understand the role of the academic staff in this campus. 1 2 3 4 5

24. To develop communication skills for instructing in student-opinion oriented programs. 1 2 3 4 5

25. To learn to instruct students with learning handicaps (e.g., low verbal ability). 1 2 3 4 5

26. To improve skills in using the lecture technique. 1 2 3 4 5

27. To understand the politics involved in education 1 2 3 4 5

28. To learn how to conduct social science research. 1 2 3 4 5

29. To learn how to structure learning experience (simple to complex). 1 2 3 4 5

Response key: 1=no need, 2=limited need, 3=moderate need, 4=considerable need, 5=great need

30. To develop strategies for evaluating instructional objectives. 1 2 3 4 5

31. To learn ways of reinforcing learning. 1 2 3 4 5

32. To improve skills in using field trips and field experience. 1 2 3 4 5

33. To learn about "youth culture". 1 2 3 4 5

34. To learn how to diagnose students' educational needs. 1 2 3 4 5

35. To learn how to construct instruments for evaluating students' progress. 1 2 3 4 5

36. To learn to write instructional objectives for programs, courses and topics. 1 2 3 4 5

37. To learn about political and socio-economic factors influencing this campus. 1 2 3 4 5

38. To learn how to use one's leisure time. 1 2 3 4 5

39. To learn how to prepare independent study materials. 1 2 3 4 5

40. To develop a commitment to the goals of the university. 1 2 3 4 5

41. To learn theories of teaching and learning of adult students. 1 2 3 4 5

42. To learn the uses of group dynamics. 1 2 3 4 5

43. To develop a sensitivity for students' emotional and social needs. 1 2 3 4 5

44. To learn about accepted policies regarding student admissions and attendance. 1 2 3 4 5

45. To understand theories of social organizations. 1 2 3 4 5

46. To learn how to disseminate one's own professional writing. 1 2 3 4 5

47. To learn and apply curriculum planning and development. 1 2 3 4 5

48. To conduct research related to the instructor's own course and teaching. 1 2 3 4 5

49. To learn to write programmed course units. 1 2 3 4 5

50. To learn about the operation and function of the unversity's educational media center (includes library). 1 2 3 4 5

51. To learn about the functions of administration in this campus. 1 2 3 4 5

52. To learn about community services and human resources available to this campus. 1 2 3 4 5

Response key: 1=no need, 2=limited need, 3=moderate need, 4=considerable need, 5=great need

53. To acquire a knowledge of one's expected involvement in university extracurricular activities. 1 2 3 4 5

54. To learn about grouping students for instruction. 1 2 3 4 5

55. To improve discussion techniques in teaching. 1 2 3 4 5

56. To learn about educational innovations in higher education. 1 2 3 4 5

57. To understand the implication of an "open door" policy in higher education. 1 2 3 4 5

58. To learn to use the computer in university teaching. 1 2 3 4 5

59. To learn to prepare materials for programmed, multi-media approaches to teaching. 1 2 3 4 5

60. To know the characteristics of this campus' student body. 1 2 3 4 5

61. To acquire a knowledge of the career opportunities available to graduates of the university. 1 2 3 4 5

62. To learn how to develop interpersonal relationships among students and staff. 1 2 3 4 5

63. To develop skill in making learning relevant for students. 1 2 3 4 5

64. To develop strategies which will enable students to participate in designing their learning experiences. 1 2 3 4 5

65. To develop skills in using games and simulations in teaching. 1 2 3 4 5

66. To learn to use audio-visual media in teaching and learning. 1 2 3 4 5

67. To learn to use techniques other than verbal in teaching. 1 2 3 4 5

68. Other personal needs development (specify):

a. ....

.... 1 2 3 4 5

b. ....

.... 1 2 3 4 5

c. ....

.... 1 2 3 4 5

SECTION III

METHODS FOR IMPLEMENTING FACULTY DEVELOPMENT

Instructions

Listed below are a number of practices that might be used for faculty development at your university. For each item, you are asked to circle two numbers to indicate:

1. The emphasis which is **currently** given to each practice, and
2. The degree of emphasis that you would **prefer** to have assigned to it.

Respond by circling a number on each scale.

The numbers of the scale correspond to the following ratings:

1=no emphasis, 2=limited emphasis, 3=moderate emphasis, 4=considerable emphasis, 5=great emphasis

Example

What is your perception of the extent to which each practice is **currently** used in your campus, and the degree of emphasis that you would **prefer** to have assigned to it?

Bring in specialists from abroad to help faculty development programs	Actual 1 (2) 3 4 5 Preferred 1 2 3(4)5

The reponses indicate that the respondent perceives that limited emphasis was placed on "bringing in specialists from abroad" as a practice of faculty development in his campus, but would prefer that a considerable emphasis be placed on this type of practice.

Response key: 1=no emphasis, 2=limited emphasis, 3=moderate emphasis, 4=considerable emphasis, 5=great emphasis

What is your perception of the extent to which each practice is **currently** used in your campus, and the degree of emphasis that you would **prefer** to have assigned to it?

1. Workshops or presentations that explore various methods or techiques of instruction.
   Actual 1 2 3 4 5
   Preferred 1 2 3 4 5

2. Workshops, seminars, or short courses that review subject matter or introduce new knowledge in a field.
   Actual 1 2 3 4 5
   Preferred 1 2 3 4 5

3. Workshops or seminars dealing with a new or different approaches to develop curricula.
   Actual 1 2 3 4 5
   Preferred 1 2 3 4 5

4. Workshops or seminars on testing and evaluating student performance.
   Actual 1 2 3 4 5
   Preferred 1 2 3 4 5

5. Workshops, seminars, or programs to acquaint faculty with goals of the institutions and types of students enrolled.
   Actual 1 2 3 4 5
   Preferred 1 2 3 4 5

6. Workshops or programs to help faculty improve their academic advising and counseling skills.
   Actual 1 2 3 4 5
   Preferred 1 2 3 4 5

7. Workshops or seminars to help faculty improve their research and scholarship skills.
   Actual 1 2 3 4 5
   Preferred 1 2 3 4 5

8. Workshops, seminars, or programs to improve the management of departmental operations.
   Actual 1 2 3 4 5
   Preferred 1 2 3 4 5

9. Workshops or presentations that explore general issues or trends in education.
   Actual 1 2 3 4 5
   Preferred 1 2 3 4 5

10. Workshops or programs in faculty *affective* development such as those aiming at improving interpersonal skills and exploring educational values.
    Actual 1 2 3 4 5
    Preferred 1 2 3 4 5

11. Systematic ratings of instruction by students used to help faculty improve.
    Actual 1 2 3 4 5
    Preferred 1 2 3 4 5

12. Formal assessments by colleagues for teaching or course improvement (i.e., visitations or use of assessment form).
    Actual 1 2 3 4 5
    Preferred 1 2 3 4 5

13. Informal assessment by colleagues for teaching or course improvement.
    Actual 1 2 3 4 5
    Preferred 1 2 3 4 5

14. Systematic teaching or course evaluations by an administrator for improvement purposes.
    Actual 1 2 3 4 5
    Preferred 1 2 3 4 5

Response key: 1=no emphasis, 2=limited emphasis, 3=moderate emphasis, 4=considerable emphasis, 5=great emphasis

15. System for faculty to assess their own strengths and areas needing improvement.
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

16. Classroom visitation by an instructional resource person (i.e., a development specialist), upon request, followed by a diagnosis of teaching.
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

17. Analysis of in-class video tapes to improve instruction.
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

18. Faculty with expertise consult with other faculty on teaching or course improvement.
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

19. *Master teachers* or senior faculty work closely with new teachers.
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

20. Professional and personal development plan for individual faculty members.
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

21. Specialists on campus to assist faculty in use of audiovisual aids in instruction.
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

22. Assistance to faculty in use of instructional technology as a teaching aid (e.g., programmed learning).
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

23. Specialists to assist individual faculty in instructional or course development by consulting on course objectives and course design.
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

24. Specialists to help faculty develop teaching skills such as lecturing or leading discussions, or to encourage use of different teaching-learning strategies such as individualized instruction.
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

25. Simulated procedures which enable faculty to learn and practice specific teaching skills (e.g., micro teaching).
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

26. Special professional library readily accessable to faculty dealing with instructional methodology, teaching skills, psychology of learning, and similar topics.
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

27. Visitations to other institutions (or other campus of this university) to review educational programs or innovative projects.
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

28. Faculty exchange programs with other institutions
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

29. Faculty take courses offered by colleagues
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

30. Personal counseling provided individual faculty members on career goals, and other personal development areas.
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

Response key: 1=no emphasis, 2=limited emphasis, 3=moderate emphasis, 4=considerable emphasis, 5=great emphasis

31. Circulation of newsletters, articles, etc., that are pertinent to teaching improvement or faculty development
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

32. Other methods of faculty development (specify):

a. .... Actual 1 2 3 4 5
.... Preferred 1 2 3 4 5

b. .... Actual 1 2 3 4 5
.... Preferred 1 2 3 4 5

c. .... Actual 1 2 3 4 5
.... Preferred 1 2 3 4 5

SECTION IV

ORGANIZATIONAL ARRANGEMENTS FOR IMPLEMENTING FACULTY DEVELOPMENT

Instructions

In this section, you are asked to indicate your perceptions of **actual** arrangements and **preferred** arrangements relating to the faculty development activities in your university. Circle the appropriate number on the response scale.

Response key: 1=none, 2=limited extent, 3=moderate extent, 4=considerable extent, 5=great extent

1. To what extent are faculty development activities held at each of the following times? What is your preference for time?

a.	Beginning of university term	Actual 1 2 3 4 5 Preferred 1 2 3 4 5
b.	During university term	Actual 1 2 3 4 5 Preferred 1 2 3 4 5
c.	During the intersession periods	Actual 1 2 3 4 5 Preferred 1 2 3 4 5
d.	Summer session	Actual 1 2 3 4 5 Preferred 1 2 3 4 5

2. To what extent are the faculty development activities held at each of the following locations? What is your preference for location?

a.	Prasarnmit campus	Actual 1 2 3 4 5 Preferred 1 2 3 4 5
b.	Pratumwan campus	Actual 1 2 3 4 5 Preferred 1 2 3 4 5
c.	Bangkhen campus	Actual 1 2 3 4 5 Preferred 1 2 3 4 5
d.	Physical Education campus	Actual 1 2 3 4 5 Preferred 1 2 3 4 5
e.	A campus outside Bangkok	Actual 1 2 3 4 5 Preferred 1 2 3 4 5
f.	Neighboring university	Actual 1 2 3 4 5 Preferred 1 2 3 4 5
g.	Community facilities	Actual 1 2 3 4 5 Preferred 1 2 3 4 5

Response key: 1=none, 2=limited extent, 3=moderate extent, 4=considerable extent, 5=great extent

3. To what extent do each of the following assume active responsibility for staff development programs in this campus? What is your preference for this responsibility?

a. President
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

b. Vice-president of own campus
Preferred 1 2 3 4 5
Actual 1 2 3 4 5

c. Vice-president in charge of academic affairs
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

d. Dean of own faculty
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

e. Associate Dean in own campus
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

f. Department head of own department
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

g. Faculty committee at Prasarnmit
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

h. Faculty committee at own campus
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

i. Faculty development officers
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

4. To what extent is use made of the following sources of expertise for faculty development activities? What is your preference for sources of expertise?

a. President
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

b. Vice-president of own campus
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

c. Vice-president in charge of academic affairs
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

d. Dean of own faculty
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

e. Associate Dean in own campus
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

f. Department Head of own Department
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

g. Faculty committee at Prasarnmit
Actual 1 2 3 4 5
Preferred 1 2 3 4 5

Response key: 1=none, 2=limited extent, 3=moderate extent, 4=considerable extent, 5=great extent

h.	Faculty committee at own campus	Actual	1 2 3 4 5
		Preferred	1 2 3 4 5
i.	Faculty development officers	Actual	1 2 3 4 5
		Preferred	1 2 3 4 5
j.	Specialist consultants outside the university	Actual	1 2 3 4 5
			1 2 3 4 5
k.	Faculty development officer	Actual	1 2 3 4 5
		Preferred	1 2 3 4 5

5. To what extent does your university make the following provisions in order to encourage participation in faculty development activities? What is your preference for provisions?

a.	Temporary teaching load reductions to work on a new course, major course revision, or research area	Actual	1 2 3 4 5
		Preferred	1 2 3 4 5
b.	Lighter than normal load for first year faculty	Actual	1 2 3 4 5
		Preferred	1 2 3 4 5
c.	Sabbatical (leave with salary)	Actual	1 2 3 4 5
		Preferred	1 2 3 4 5
d.	Salary credit for completed program of faculty development	Actual	1 2 3 4 5
		Preferred	1 2 3 4 5
e.	Funds for use by faculty members to develop new course or approaches to instruction.	Actual	1 2 3 4 5
		Preferred	1 2 3 4 5
f.	Travel grants to refresh or update knowledge in a particular field	Actual	1 2 3 4 5
		Preferred	1 2 3 4 5
g.	Travel funds available to attend professional conferences	Actual	1 2 3 4 5
		Preferred	1 2 3 4 5
h.	Visiting scholars programs that bring people to the campus for short or long periods	Actual	1 2 3 4 5
		Preferred	1 2 3 4 5

6. Other organizational arrangements of faculty development (specify):

a.	....	Actual	1 2 3 4 5
	....	Preferred	1 2 3 4 5
b.	....	Actual	1 2 3 4 5
	....	Preferred	1 2 3 4 5
c.	....	Actual	1 2 3 4 5
	....	Preferred	1 2 3 4 5

SECTION V

GENERAL QUESTIONS

1. Describe the most significant (if any) inservice, orientation, or professional development activity in which you participated during 1980-1981 academic year; state how helpful it was to you.

....

....

....

....

2. Describe any recurring problems, related to academic staff performance in your university, for which you see the need for more knowledge, attitude or skill development.

....

....

....

....

3. Describe any recurring problems, related to academic staff performance in your university, for which you see the need for adjustment in conditions of work or faculty support provisions?

....

....

....

....

4. Indicate your own plans (if any) for further professional development in 1982-1983 academic year.

....

....

....

....

APPENDIX B

TABLES

Table 6.1

Mean scores and Rank Order of Faculty Development Aims by the Total Sample

Item No.	Aim	Mean Score	Rank
14.	To increase knowledge of fields related to one's own teaching specialty.	4.58	1
20.	To update knowledge in own area of specialization.	4.45	2
15.	To learn how to use self-evaluation techniques to improve teaching performance.	4.21	3
2.	To develop knowledge and skills in human relations.	4.16	4
16.	To develop an awareness of one's reponsibilty towards colleagues and professional associations.	4.11	5
10.	To learn to integrate content activities with other courses.	4.04	6
67.	To learn to use techniques other than verbal in teaching.	3.96	7
48.	To conduct research related to the instructor's own course and teaching.	3.94	8
56.	To learn about educational innovation in higher education.	3.93	9
3.	To learn about this institution's problems related to implementation of instructional programs.	3.86	10
55.	To improve discussion techniques in teaching.	3.85	11
63.	To develop skill in making learning relevant for students.	3.84	12

Table 6.1 (continued)

Item No.	Aim	Mean Score	Rank
19.	To develop communication practices which encourage good public relations.	3.83	13
11.	To improve skills in using audio-visual equipment and materials.	3.81	14
18.	To improve own performance to meet expectations of students, parents and public.	3.80	16
21.	To develop good working relationships with colleagues.	3.80	16
31.	To learn ways of reinforcing learning.	3.80	16
6.	To understand student behavior.	3.77	18
12.	To understand the motivation of the adult student.	3.76	19
1.	To understand the philosophy underlying this university.	3.73	20
8.	To understand the administration of educational organizations.	3.69	22.5
26.	To improve skills in using the lecture technique.	3.69	22.5
47.	To learn and apply curriculum planning and development.	3.69	22.5
64.	To develop strategies which will enable students to participate in designing their learning experiences.	3.69	22.5
30.	To develop strategies for evaluating instructional objectives.	3.66	25

Table 6.1 (continued)

Item No.	Aim	Mean Score	Rank
35.	To learn how to construct instruments for evaluating students' progress.	3.65	27
58.	To learn to use the computer in university teaching.	3.65	27
66.	To learn to use audio-visual meadia in teaching and learning.	3.65	27
17.	To acquire knowledge and skills necessary for college teaching but were not acquired from preservice training.	3.64	29
59.	To learn to prepare materials for programmed, multi-media approaches to teaching.	3.63	30
28.	To learn how to conduct social science research.	3.62	31
24.	To develop communication skills for instructing in student-opinion oriented programs.	3.57	32
7.	To improve skills in public speaking.	3.54	34
46.	To learn how to disseminate one's own professional writing.	3.54	34
61.	To acquire a knowledge of the career opportunities available to graduates of the university.	3.54	34
13.	To develop personal philosophy of education.	3.53	36
39.	To learn how to prepare independent study materials.	3.52	37
57.	To understand the implication of an "open door" policy in higher education.	3.51	38.5

Table 6.1 (continued)

Item No.	Aim	Mean Score	Rank
62.	To learn how to develop interpersonal relationships among students and staff.	3.51	38.5
34.	To learn how to diagnose students' educational needs.	3.50	40.5
42.	To learn the uses of group dynamics.	3.50	40.5
36.	To learn to write instructional objectives for programs, courses and topics.	3.47	42
29.	To learn how to structure learning experience (e.g., simple to complex).	3.44	43
52.	To learn about community services and human resources available to this campus.	3.42	44.5
53.	To acquire a knowledge of one's expected involvement in university extracurricular activities.	3.42	44.5
4.	To learn how to individualize instruction.	3.41	46
27.	To understand the politics involved in education.	3.40	47
25.	To learn to instruct students with learning handicaps (e.g., low verbal ability).	3.39	48
32.	To improve skills in using field trips and field experience.	3.37	49
22.	To understand the role of guidance and counseling services in this campus.	3.35	50.5
41.	To learn theories of teaching and learning of adult students.	3.35	50.5

Table 6.1 (continued)

Item No.	Aim	Mean Score	Rank
23.	To understand the role of the academic staff in this campus.	3.34	53
37.	To learn about political and socio-economic factors influencing this campus.	3.34	53
40.	To develop a commitment to the goals of the university.	3.34	53
9.	To learn the psychology of the adult student.	3.33	55.5
65.	To develop skills in using games and stimulation in teaching.	3.33	55.5
43.	To develop a sensitivity for students' emotional and social needs.	3.32	57.5
50.	To learn about the operation and function of the unversity's educational media (includes library).	3.32	57.5
54.	To learn about grouping students for instruction.	3.30	59
49.	To learn to write programmed course units.	3.27	60
45.	To understand theories of social organizations.	3.23	61.5
51.	To learn about the functions of administration in this campus.	3.23	61.5
44.	To learn about accepted policies regarding student admissions and attendance.	3.18	63
33.	To learn about "youth culture".	3.11	64
38.	To learn how to use one's leisure time.	3.08	65

Table 6.1 (continued)

Item No.	Aim	Mean Score	Rank
60.	To know the characteristics of this campus' student body.	2.92	66
5.	To acquire a knowledge of the history of this university.	2.32	67

Table 6.2

Mean Scores and Rank Order of Faculty Development Methods Perceived as Actual Practices by the Total Sample

Item No.	Method	Mean Score	Rank
3.	Workshops or seminars dealing with curriculum development.	2.30	1
28.	Faculty exchange programs with other institutions.	1.96	2
2.	Workshops, seminars, or short courses on subject matter.	1.95	3.5
6.	Workshops or programs on academic advising and counseling.	1.95	3.5
7.	Workshops or seminars on research and scholarship skills.	1.89	5
1.	Workshops or presentations that explore various methods of instruction.	1.86	6
4.	Workshops or seminars on student testing.	1.85	7
29.	Faculty take courses offered by colleagues.	1.82	8
26.	Special professional library.	1.80	9
5.	Workshops, seminars, or programs on institutional goals and types of students.	1.73	11
21.	Specialists on campus to assist faculty in use of audiovisual aids.	1.73	11
31.	Circulation of newsletters, articles, etc.	1.73	11
8.	Workshops, seminars, or programs to improve the management of departmental operations.	1.69	13
15.	System for faculty to assess themselves.	1.60	14

Table 6.2 (continued)

Item No.	Method	Mean Score	Rank
18.	Faculty with expertise consult with other faculty.	1.59	15
19.	Senior teachers work closely with new teachers.	1.57	16
10.	Workshops or programs on faculty affective development.	1.55	17
22.	Assistance to faculty in use of instructional technology.	1.53	18
9.	Workshops or presentations that explore general issues or trends in education.	1.52	19
20.	Professional and personal development plan.	1.50	20.5
30.	Personal counseling provided individual faculty members.	1.50	20.5
11.	Systematic ratings of instruction by students.	1.51	22
27.	Visitations to other institutions.	1.48	23
23.	Specialists to assist individual faculty in instructional or course development.	1.46	24
13.	Informal assessment by colleagues.	1.44	25
17.	Analysis of in-class video tapes.	1.42	26
14.	Systematic teaching or course evaluations by an administrator.	1.41	27
24.	Specialists to help faculty develop teaching skills.	1.40	28
12.	Formal assessments by colleagues.	1.39	29
25.	Simulated procedures.	1.38	30

Table 6.2 (continued)

Item No.	Method	Mean Score	Rank
16.	Classroom visitation by an instructional resource person.	1.26	31

Table 6.3

Mean Scores and Rank Order of Faculty Development Methods Perceived as Preferred Practices by the Total Sample

Item No.	Method	Mean Score	Rank
7.	Workshops or seminars on research and scholarship skills.	4.23	1
2.	Workshops, seminars, or short courses on subject matter.	4.13	2
26.	Special professional library.	4.02	3
3.	Workshops or seminars dealing with curriculum development.	3.97	4
8.	Workshops, seminars, or programs to improve the management of departmental operations.	3.93	5
6.	Workshops or programs on academic advising and counseling.	3.91	6
1.	Workshops or presentations that explore various methods of instruction.	3.90	7
4.	Workshops or seminars on student testing.	3.85	8
27.	Visitations to other institutions.	3.83	9
15.	System for faculty to assess themselves.	3.82	10
19.	Senior teachers work closely with new teachers.	3.79	11
28.	Faculty exchange programs with other institutions.	3.74	12
20.	Professional and personal development plan.	3.73	13
31.	Circulation of newsletters, articles, etc.	3.71	14

Table 6.3 (continued)

Item No.	Method	Mean Score	Rank
11.	Systematic ratings of instruction by students.	3.64	15.5
21.	Specialists on campus to assist faculty in use of audiovisual aids.	3.64	15.5
9.	Workshops or presentations that explore general issues or trends in education.	3.63	17
22.	Assistance to faculty in use of instructional technology.	3.62	18
29.	Faculty take courses offered by colleagues.	3.59	19
18.	Faculty with expertise consult with other faculty.	3.58	20
10.	Workshops or programs on faculty affective development.	3.55	21
5.	Workshops, seminars, or programs on institutional goals and types of students.	3.51	22
24.	Specialists to help faculty develop teaching skills.	3.48	23
17.	Analysis of in-class video tapes.	3.43	24
12.	Formal assessments by colleagues.	3.37	25
25.	Simulated procedures.	3.35	26
30.	Personal counseling provided individual faculty members.	3.34	27
23.	Specialists to assist individual faculty in instructional or course development.	3.32	28
13.	Informal assessment by colleagues.	3.27	29

Table 6.3 (continued)

Item No.	Method	Mean Score	Rank
14.	Systematic teaching or course evaluations by an administrator.	3.22	30
16.	Classroom visitation by an instructional resource person.	3.10	31

Table 6.4

Mean Demand Scores and Rank Order of Faculty Development Methods by the Total Sample

Item No.	Method	MDS	Rank
7.	Workshops or seminars on research and scholarship skills.	7.36	1.5
27.	Visitations to other institutions.	7.36	1.5
20.	Professional and personal development plan.	7.24	3
8.	Workshops, seminars, or programs to improve the management of departmental operations.	7.23	4.5
19.	Senior teachers work closely with new teachers.	7.23	4.5
26.	Special professional library.	7.22	6
15.	System for faculty to assess themselves.	7.20	7
2.	Workshops, seminars, or short courses on subject matter.	7.18	8
11.	Systematic ratings of instruction by students.	7.13	9
9.	Workshops or presentations that explore general issues or trends in education.	7.11	10
22.	Assistance to faculty in use of instructional technology.	7.09	11
1.	Workshops or presentations that explore various methods of instruction.	7.07	12.5
24.	Specialists to help faculty develop teaching skills.	7.07	12.5
4.	Workshops or seminars on student testing.	7.01	14.5

Table 6.4 (continued)

Item No.	Method	MDS	Rank
17.	Analysis of in-class video tapes.	7.01	14.5
10.	Workshops or programs on faculty affective development.	7.00	16
31.	Circulation of newsletters, articles, etc.	6.99	17
12.	Formal assessments by colleagues.	6.98	19
18.	Faculty with expertise consult with other faculty.	6.98	19
25.	Simulated procedures.	6.98	19
6.	Workshops or programs on academic advising and counseling.	6.96	21
21.	Specialists on campus to assist faculty in use of audiovisual aids.	6.91	22
23.	Specialists to assist individual faculty in instructional or course development.	6.87	23
13.	Informal assessment by colleagues.	6.84	25
16.	Classroom visitation by an instructional resource person.	6.84	25
30.	Personal counseling provided individual faculty members.	6.84	25
14.	Systematic teaching or course evaluations by an administrator.	6.80	27.5
28.	Faculty exchange programs with other institutions.	6.80	27.5
5.	Workshops, seminars, or programs on institutional goals and types of students.	6.79	29
29.	Faculty take courses offered by colleagues.	6.77	30

Table 6.4 (continued)

Item No.	Method	MDS	Rank
3.	Workshops or seminars dealing with curriculum development.	6.69	31

Table 6.5

Mean Scores and Rank Order of Organizational Arrangements Perceived as Actual Practices by the Total Sample

Item No.	Organizational Arrangements	Mean Score	Rank
1.	Time for faculty development activities:		
1.1.	Begining of university term	1.75	2
1.2.	During university term	1.62	3
1.3.	During the intersession periods	1.90	1.5
1.4.	Summer session	1.90	1.5
2.	Location for faculty development activities:		
2.1.	Campus #1	2.61	1
2.2.	Campus #2	1.56	7
2.3.	Campus #3	1.70	4
2.4.	Campus #4	1.63	6
2.5.	A campus outside Bangkok	2.18	2.5
2.6.	Neighboring university	2.18	2.5
2.7.	Community facilities	1.65	5
3.	Person(s) assuming active responsibility for faculty development programs:		
3.1.	President	2.39	2
3.2.	Vice-President of own campus	2.48	1

Table 6.5 (continued)

Item No.	Organizational Arrangements	Mean Score	Rank
3.3.	Vice-President in charge of academic	2.30	3
3.4.	Dean of own faculty	2.25	5
3.5.	Associate Dean in own campus	2.18	6
3.6.	Department Head of own department	2.29	4
3.7.	Faculty committee at the main campus	1.91	8
3.8.	Faculty committee at own campus	1.89	9
3.9.	Faculty development officers	2.00	7
4.	Person(s) providing expertise for faculty development activities:		
4.1.	President	2.01	7.5
4.2.	Vice-President of own campus	2.20	1
4.3.	Vice-President in charge of academic	2.10	5
4.4.	Dean of own faculty	2.13	3
4.5.	Associate Dean of own campus	2.11	4
4.6.	Department Head of own department	2.16	2
4.7.	Faculty committee at the main campus	1.82	9

Table 6.5 (continued)

Item No.	Organizational Arrangements	Mean Score	Rank
4.8.	Faculty committee at own campus	1.78	10
4.9.	Faculty development officers	2.01	7.5
4.10.	Specialist consultants outside the university	2.03	6
5.	Provisions given in own campus:		
5.1.	Temporary teaching load reductions	1.74	6
5.2.	Lighter than normal load for first year faculty	1.95	3.5
5.3.	Sabbatical leaves	3.12	1
5.4.	Salary credit for completed programs of faculty development	1.44	8
5.5.	Funds for developing new course	1.45	7
5.6.	Travel grants to refresh or update knowledge	1.80	5
5.7.	Travel funds to attend professional conferences	1.95	3.5
5.8.	Visiting scholars programs	1.98	2

Table 6.6

Mean Scores and Rank Order of Organizational Arrangements Perceived as Preferred Practices by the Total Sample

Item No.	Organizational Arrangements	Mean Score	Rank
1.	Time for faculty development activities:		
1.1.	Begining of university term	3.10	3
1.2.	During university term	2.94	4
1.3.	During the intersession periods	3.61	1
1.4.	Summer session	3.48	2
2.	Location for faculty development activities:		
2.1.	Campus #1	3.73	2
2.2.	Campus #2	2.88	6
2.3.	Campus #3	2.93	5
2.4.	Campus #4	2.81	7
2.5.	A campus outside Bangkok	3.62	3
2.6.	Neighboring university	3.98	1
2.7.	Community facilities	3.02	4
3.	Person(s) assuming active responsibility for faculty development programs:		
3.1.	President	4.28	1
3.2.	Vice-President of own campus	4.23	2

Table 6.6 (continued)

Item No.	Organizational Arrangements	Mean Score	Rank
3.3.	Vice-President in charge of academic	4.21	3
3.4.	Dean of own faculty	4.17	4
3.5.	Associate Dean in own campus	3.99	5
3.6.	Department Head of own department	3.93	6
3.7.	Faculty committee at the main campus	3.66	7
3.8.	Faculty committee at own campus	3.47	9
3.9.	Faculty development officers	3.59	8
4.	Person(s) providing expertise for faculty development activities:		
4.1.	President	3.55	6.5
4.2.	Vice-President of own campus	3.55	6.5
4.3.	Vice-President in charge of academic	3.71	4.5
4.4.	Dean of own faculty	3.94	2
4.5.	Associate Dean of own campus	3.71	4.5
4.6.	Department Head of own department	3.72	3
4.7.	Faculty committee at the main campus	3.36	9

Table 6.6 (continued)

Item No.	Organizational Arrangements	Mean Score	Rank
4.8.	Faculty committee at own campus	3.32	10
4.9.	Faculty development officers	3.43	8
4.10.	Specialist consultants outside the university	4.10	1
5.	Provisions given in own campus:		
5.1.	Temporary teaching load reductions	3.77	5.5
5.2.	Lighter than normal load for first year faculty	3.45	7
5.3.	Sabbatical leaves	4.20	3
5.4.	Salary credit for completed programs of faculty development	3.17	8
5.5.	Funds for developing new course	3.77	5.5
5.6.	Travel grants to refresh or update knowledge	4.18	4
5.7.	Travel funds to attend professional conferences	4.27	1
5.8.	Visiting scholars programs	4.23	2

Table 6.7

Mean Demand Scores and Rank Order of Organizational Arrangements by the Total Sample
(N=114)

Item No.	Organizational Arrangements	Mean Demand Score	Rank
1.	Time for faculty development activities:		
1.1.	Begining of university term	6.36	3
1.2.	During university term	6.33	4
1.3.	During the intersession periods	6.70	1
1.4.	Summer session	6.60	2
2.	Location for faculty development activities:		
2.1.	Campus #1	6.11	7
2.2.	Campus #2	6.33	4
2.3.	Campus #3	6.23	5
2.4.	Campus #4	6.18	6
2.5.	A campus outside Bangkok	6.48	2
2.6.	Neighboring university	6.81	1
2.7.	Community facilities	6.37	3
3.	Person(s) assuming active responsibility for faculty development programs:		
3.1.	President	6.90	3
3.2.	Vice-President of own campus	6.73	6

Table 6.7 (continued)

Item No.	Organizational Arrangements	Mean Demand Score	Rank
3.3.	Vice-President in charge of academic	6.98	1
3.4.	Dean of own faculty	6.91	2
3.5.	Associate Dean in own campus	6.81	4
3.6.	Department Head of own department	6.65	7
3.7.	Faculty committee at the main campus	6.76	5
3.8.	Faculty committee at own campus	6.55	9
3.9.	Faculty development officers	6.57	8
4.	Person(s) providing expertise for faculty development activities:		
4.1.	President	6.53	7
4.2.	Vice-President of own campus	6.34	10
4.3.	Vice-President in charge of academic	6.68	3
4.4.	Dean of own faculty	6.81	2
4.5.	Associate Dean of own campus	6.59	4
4.6.	Department Head of own Department	6.54	5.5
4.7.	Faculty committee at the main campus	6.54	5.5

Table 6.7 (continued)

Item No.	Organizational Arrangements	Mean Demand Score	Rank
4.8.	Faculty committee at own campus	6.52	8
4.9.	Faculty development officers	6.39	9
4.10.	Specialist consultants from outside the university	7.08	1
5.	Provisions for encouraging Participation:		
5.1.	Temporary teaching load reductions	7.03	5
5.2.	Lighter than normal load for first year faculty	6.51	7
5.3.	Sabbatical leaves	6.09	8
5.4.	Salary credit for completed programs of faculty development	6.71	6
5.5.	Funds for developing new courses	7.32	3
5.6.	Travel grants to refresh or update knowledge	7.40	1
5.7.	Travel funds to attend professional conferences	7.35	2
5.8.	Visiting scholars programs	7.26	4

Table 6.8

Differences of Mean Scores of Faculty Development Aims
Between Faculty Members and Administrators

Item No.	Aim	Fac.Mem. N=89 MS	Fac.Mem. N=89 SD	Admin. N=39 MS	Admin. N=39 SD	T	P
1.	To understand the philosophy underlying this university.	3.67	1.00	3.87	1.10	-0.98	0.33
2.	To develop knowledge and skills in human relations.	4.13	0.69	4.21	0.86	-0.49	0.63
3.	To learn about this institution's problems related to implementation of instructional programs.	3.83	0.94	3.92	0.93	-0.51	0.61
4.	To learn how to individualize instruction.	3.40	1.04	3.41	0.88	-0.03	0.98
5.	To acquire a knowledge of the history of this university.	2.41	1.06	2.13	1.11	1.36	0.18
6.	To understand student behavior.	3.79	1.01	3.74	0.94	0.23	0.82
7.	To improve skills in public speaking.	3.52	1.07	3.59	1.04	-0.36	0.72
8.	To understand the administration of educational organizations.	3.66	1.07	3.74	0.97	-0.41	0.69
9.	To learn the psychology of the adult student.	3.35	1.01	3.28	0.94	0.35	0.73
10.	To learn to integrate content activities with other courses.	4.12	0.80	3.85	0.93	1.72	0.09
11.	To improve skills in using audio-visual equipment and materials.	3.81	1.00	3.79	0.86	0.08	0.94
12.	To understand the motivation of the adult student.	3.83	0.94	3.59	0.99	1.31	0.19

Table 6.8 (continued)

Item No.	Aim	Fac.Mem. N=89 MS	Fac.Mem. N=89 SD	Admin. N=39 MS	Admin. N=39 SD	T	P
13.	To develop personal philosophy of education.	3.51	0.92	3.59	0.88	-0.48	0.63
14.	To increase knowledge of fields related to one's own teaching specialty.	4.63	0.59	4.46	0.76	1.35	0.18
15.	To learn how to use self-evaluation techniques to improve teaching performance.	4.22	0.86	4.18	0.68	0.29	0.77
16.	To develop an awareness of one's reponsibilty towards colleagues and professional associations.	4.14	0.89	4.05	0.97	0.48	0.63
17.	To acquire knowledge and skills necessary for college teaching but were not acquired from preservice training.	3.58	1.13	3.76	1.08	-0.83	0.41
18.	To improve own performance to meet expectations of students, parents and public.	3.83	0.99	3.74	1.08	0.47	0.64
19.	To develop communication practices which encourage good public relations.	3.82	0.87	3.84	0.95	-0.13	0.90
20.	To update knowledge in own area of specialization.	4.48	0.74	4.37	0.68	0.82	0.41
21.	To develop good working relationships with colleagues.	3.84	1.02	3.71	0.84	0.70	0.48
22.	To understand the role of guidance and counseling services in this campus.	3.45	1.02	3.11	1.13	1.68	0.10
23.	To understand the role of the academic staff in this campus.	3.30	1.06	3.42	1.13	-0.56	0.58

Table 6.8 (continued)

Item No.	Aim	Fac.Mem. N=89		Admin. N=39			
		MS	SD	MS	SD	T	P
24.	To develop communication skills for instructing in student-opinion oriented programs.	3.52	1.01	3.68	0.96	-0.84	0.40
25.	To learn to instruct students with learning handicaps (e.g., low verbal ability).	3.42	1.01	3.32	1.09	0.50	0.62
26.	To improve skills in using the lecture technique.	3.74	1.00	3.58	0.89	0.87	0.39
27.	To understand the politics involved in education.	3.46	0.93	3.26	1.11	1.03	0.30
28.	To learn how to conduct social science research.	3.73	1.11	3.37	1.17	1.66	1.00
29.	To learn how to structure learning experience (e.g., simple to complex).	3.45	1.00	3.42	1.08	0.14	0.89
30.	To develop strategies for evaluating instructional objectives.	3.66	0.91	3.65	0.98	0.06	0.95
31.	To learn ways of reinforcing learning.	3.83	0.93	3.73	0.96	0.54	0.59
32.	To improve skills in using field trips and field experience.	3.44	1.02	3.21	1.07	1.16	0.25
33.	To learn about "youth culture".	3.16	1.03	3.00	1.09	0.77	0.44
34.	To learn how to diagnose students' educational needs.	3.49	0.92	3.50	1.03	-0.03	0.98
35.	To learn how to construct instruments for evaluating students' progress.	3.60	0.85	3.76	0.94	-0.94	0.35

Table 6.8 (continued)

Item No.	Aim	Fac.Mem. N=89 MS	Fac.Mem. N=89 SD	Admin. N=39 MS	Admin. N=39 SD	T	P
36.	To learn to write instructional objectives for programs, courses and topics.	3.42	1.16	3.61	1.05	-0.87	0.39
37.	To learn about political and socio-economic factors influencing this campus.	3.40	1.12	3.18	1.14	1.01	0.31
38.	To learn how to use one's leisure time.	2.96	1.33	3.37	1.17	-1.66	0.10
39.	To learn how to prepare independent study materials.	3.46	1.08	3.66	0.99	-0.97	0.34
40.	To develop a commitment to the goals of the university.	3.38	1.15	3.58	1.03	-0.94	0.35
41.	To learn theories of teaching and learning of adult students.	3.27	1.04	3.53	0.95	-1.30	0.20
42.	To learn the uses of group dynamics.	3.49	1.04	3.53	1.06	-0.19	0.85
43.	To develop a sensitivity for students' emotional and social needs.	3.35	1.08	3.24	1.10	0.53	0.60
44.	To learn about accepted policies regarding student admissions and attendance.	3.09	1.09	3.39	1.05	-1.45	0.15
45.	To understand theories of social organizations.	3.13	1.01	3.45	1.18	-1.51	0.13
46.	To learn how to disseminate one's own professional writing.	3.47	1.08	3.68	0.99	-1.04	0.30
47.	To learn and apply curriculum planning and development.	3.63	0.97	3.84	0.89	-1.16	0.25
48.	To conduct research related to the instructor's own course and teaching.	3.97	0.94	3.89	0.76	0.41	0.68

Table 6.8 (continued)

Item No.	Aim	Fac.Mem. N=89 MS	Fac.Mem. N=89 SD	Admin. N=39 MS	Admin. N=39 SD	T	P
49.	To learn to write programmed course units.	3.21	1.14	3.39	1.20	-0.81	0.42
50.	To learn about the operation and function of the unversity's educational media (includes library).	3.31	1.04	3.32	1.03	-0.05	0.96
51.	To learn about the functions of administration in this campus.	3.16	1.05	3.39	0.97	-1.19	0.24
52.	To learn about community services and human resources available to this campus.	3.40	0.97	3.47	1.01	-0.40	0.69
53.	To acquire a knowledge of one's expected involvement in university extracurricular activities.	3.38	0.97	3.50	1.11	-0.60	0.55
54.	To learn about grouping students for instruction.	3.25	1.04	3.42	1.03	-0.87	0.39
55.	To improve discussion techniques in teaching.	3.91	0.90	3.71	0.96	1.12	0.26
56.	To learn about educational innovation in higher education.	3.91	0.94	3.97	1.08	-0.34	0.74
57.	To understand the implication of an "open door" policy in higher education.	3.42	0.98	3.74	1.03	-1.67	0.10
58.	To learn to use the computer in university teaching.	3.76	1.17	3.39	1.33	1.55	0.12
59.	To learn to prepare materials for programmed, multi-media approaches to teaching.	3.67	1.01	3.53	1.22	0.71	0.48
60.	To know the characteristics of this campus' student body.	2.90	1.00	2.97	1.22	-0.36	0.72

Table 6.8 (continued)

Item No.	Aim	Fac.Mem. N=89 MS	Fac.Mem. N=89 SD	Admin. N=39 MS	Admin. N=39 SD	T	P
61.	To acquire a knowledge of the career opportunities available to graduates of the university.	3.56	1.07	3.47	1.11	0.42	0.67
62.	To learn how to develop interpersonal relationships among students and staff.	3.49	1.00	3.55	0.98	-0.30	0.76
63.	To develop skill in making learning relevant for students.	3.84	0.89	3.84	1.00	0.00	1.00
64.	To develop strategies which will enable students to participate in designing their learning experiences.	3.73	0.89	3.61	1.08	0.68	0.50
65.	To develop skills in using game and stimulation in teaching.	3.36	1.12	3.26	1.22	0.43	0.67
66.	To learn to use audio-visual meadia in teaching and learning.	3.71	0.96	3.53	1.22	0.90	0.37
67.	To learn to use techniques other than verbal in teaching.	4.08	0.80	3.68	1.14	1.94	0.06
	Total	**3.58**	**0.58**	**3.58**	**0.62**	**0.02**	**0.98**

Table 6.9

Difference in Mean Demand Scores of Faculty Development Methods Between Faculty members and Administrators

Item No.	Method	Fac.Mem. N=89 MDS	Fac.Mem. N=89 SD	Admin. N=39 MDS	Admin. N=39 SD	T	P
1.	Workshops or presentations that explore various methods of instruction.	7.05	1.25	7.13	1.17	-0.36	0.72
2.	Workshops, seminars, or short courses on subject matter.	7.12	1.14	7.32	1.09	-0.90	0.37
3.	Workshops or seminars dealing with curriculum development.	6.60	1.14	6.89	1.27	-1.28	0.20
4.	Workshops or seminars on student testing.	6.81	1.13	7.45	1.29	-2.75	0.01**
5.	Workshops, seminars, or programs on institutional goals and types of students.	6.76	1.12	7.45	1.29	-0.49	0.63
6.	Workshops or programs on academic advising and counseling.	6.85	1.17	7.22	1.21	-1.58	0.12
7.	Workshops or seminars on research and scholarship skills.	7.38	1.08	7.32	1.38	0.20	0.84
8.	Workshops, seminars, or programs to improve the management of departmental operations.	7.21	1.19	7.30	1.15	-0.39	0.70
9.	Workshops or presentations that explore general issues or trends in education.	7.09	1.08	7.16	1.09	-0.32	0.75
10.	Workshops or programs on faculty affective development.	7.02	1.04	6.95	1.41	0.30	0.77
11.	Systematic ratings of instruction by students.	7.06	1.28	7.30	1.35	-0.94	0.35
12.	Formal assessments by colleagues.	6.95	1.25	7.05	1.29	-0.40	0.69

Table 6.9 (continued)

Item No.	Method	Fac.Mem. N=89 MDS	Fac.Mem. N=89 SD	Admin. N=39 MDS	Admin. N=39 SD	T	P
13.	Informal assessment by colleagues.	6.86	1.30	6.78	1.48	0.29	0.77
14.	Systematic teaching or course evaluations by an administrator.	6.76	1.23	6.89	1.39	-0.54	0.59
15.	System for faculty to assess themselves.	7.12	1.24	7.41	1.30	-1.17	0.25
16.	Classroom visitation by an instructional resource person.	6.88	1.31	6.73	1.33	0.59	0.56
17.	Analysis of in-class video tapes.	6.98	1.27	7.08	1.38	-0.41	0.69
18.	Faculty with expertise consult with other faculty.	6.97	1.22	7.03	1.28	-0.25	0.80
19.	Senior teachers work closely with new teachers.	7.19	1.23	7.32	1.25	-0.56	0.58
20.	Professional and personal development plan.	7.30	1.10	7.08	1.14	1.01	0.31
21.	Specialists on campus to assist faculty in use of audiovisual aids.	6.98	1.06	6.76	1.09	1.04	0.30
22.	Assistance to faculty in use of instructional technology.	7.16	1.07	6.92	1.40	0.94	0.35
23.	Specialists to assist individual faculty in instructional or course development.	6.88	1.26	6.84	1.37	0.18	0.86
24.	Specialists to help faculty develop teaching skills.	7.03	1.15	7.16	1.37	-0.53	0.60
25.	Simulated procedures.	6.98	1.12	6.97	1.36	0.02	0.99
26.	Special professional library.	7.33	1.23	6.97	1.40	1.40	0.17
27.	Visitations to other institutions.	7.37	1.13	7.32	1.33	0.20	0.84

Table 6.9 (continued)

Item No.	**Method**	**Fac.Mem. N=89 MDS**	**SD**	**Admin. N=39 MDS**	**SD**	**T**	**P**
28.	Faculty exchange programs with other institutions.	6.82	1.30	6.73	1.41	0.36	0.72
29.	Faculty take courses offered by colleagues.	6.85	1.13	6.59	1.19	1.12	0.27
30.	Personal counseling provided individual faculty members.	6.84	1.19	6.84	1.26	0.02	0.98
31.	Circulation of newsletters, articles, etc.	6.99	1.13	7.00	1.22	-0.05	0.96
	Total	**6.83**	**0.77**	**6.82**	**0.88**	**0.09**	**0.93**

**** Significantly different at 0.01 level**

Table 6.10

Difference in Mean Demand Scores of Organizational Arrangements Between Faculty Members and Administrators

Item No.	Organizational Arrangements	Fac.Mem. N=89		Admin. N=39			
		MDS	SD	MDS	SD	T	P
1.	Time for faculty development activities:						
1.1.	Begining of university term	6.48	1.37	6.09	1.36	1.43	0.16
1.2.	During university term	6.35	1.13	6.26	1.29	0.37	0.71
1.3.	During the intersession periods	6.58	1.27	6.97	1.19	-1.54	0.13
1.4.	Summer session	6.49	1.22	6.83	1.40	-1.30	0.20
2.	Location for faculty development activities:						
2.1.	Campus #1	6.11	1.55	6.13	1.26	-0.05	0.96
2.2.	Campus #2	6.49	1.27	6.00	1.25	1.57	0.12
2.3.	Campus #3	6.31	1.18	6.04	1.08	0.97	0.34
2.4.	Campus #4	6.28	1.28	6.00	1.02	0.97	0.34
2.5.	A campus outside Bangkok	6.48	1.17	7.00	1.12	-2.54	0.01**
2.6.	Neighboring university	6.73	1.16	6.94	1.39	-0.49	0.62
2.7.	Community facilities	6.50	1.34	6.00	1.47	1.12	0.27
3.	Person(s) assuming active responsibility for faculty development programs:						
3.1.	President	6.87	1.10	6.97	1.31	-0.39	0.70
3.2.	Vice-President of own campus	6.78	1.30	6.65	1.45	0.45	0.66

Table 8.10 (continued)

Item No.	Organizational Arrangements	Fac.Mem. N=89 MDS	SD	Admin. N=39 MDS	SD	T	P
3.3.	Vice-President in charge of academic	6.87	1.26	7.20	1.56	-1.00	0.32
3.4.	Dean of own faculty	6.92	1.37	6.90	1.81	0.06	0.96
3.5.	Associate Dean in own campus	6.83	1.34	6.76	1.48	0.23	0.82
3.6.	Department Head of own department	6.61	1.31	6.72	1.44	-0.37	0.71
3.7.	Faculty committee at of academic	6.79	1.20	6.69	1.37	0.37	0.71
3.8.	Faculty committee at own campus	6.55	1.17	6.55	1.32	0.00	1.00
3.9.	Faculty development officers	6.56	1.43	6.59	1.45	-0.11	0.92
4.	Person(s) providing expertise for faculty development activities:						
4.1.	President	6.52	1.27	6.55	1.50	-0.10	0.92
4.2.	Vice-President of own campus	6.28	1.15	6.48	1.26	-0.80	0.42
4.3.	Vice-President in charge of academic	6.68	1.17	6.69	1.38	-0.04	0.97
4.4.	Dean of own faculty	6.71	1.34	7.03	1.49	-1.10	0.27
4.5.	Associate Dean of own campus	6.58	1.28	6.63	1.36	-0.17	0.87
4.6.	Department Head of own department	6.51	1.23	6.62	1.35	-0.42	0.68
4.7.	Faculty committee at the main campus	6.59	1.26	6.41	1.32	0.61	0.54

Table 6.10 (continued)

Item No.	Organizational Arrangements	Fac.Mem. N=89 MDS	SD	Admin. N=39 MDS	SD	T	P
4.8.	Faculty committee at own campus	6.60	1.25	6.37	1.56	0.77	0.45
4.9.	Faculty development officers	6.38	1.15	6.41	1.30	-0.11	0.91
4.10.	Specialist consultants outside the university	7.06	1.28	7.13	1.59	-0.25	0.80
5.	Provisions given in own campus:						
5.1.	Temporary teaching load reductions	7.02	1.44	7.06	1.33	-0.12	0.91
5.2.	Lighter than normal load for first year faculty	6.46	1.28	6.63	1.33	-0.63	0.53
5.3.	Sabbatical leaves	6.17	1.29	5.89	1.71	0.99	0.32
5.4.	Salary credit for completed programs of faculty development	6.59	1.49	6.97	1.54	-1.23	0.22
5.5.	Funds for developing new course	7.39	1.47	7.14	1.38	0.85	0.40
5.6.	Travel grants to refresh or update knowledge	7.54	1.19	7.06	1.30	1.93	0.06
5.7.	Travel funds to attend professional conferences	7.48	1.23	7.03	1.40	1.73	0.09
5.8.	Visiting scholars programs	7.37	1.19	7.00	1.28	1.49	0.14

** Significant difference at 0.01 level

Table 6.11

Differences of Mean Scores of Faculty Development Aims
by Campus

Item No.	Aim	Grp1* N=47 M	Grp1* N=47 SD	Grp2* N=25 M	Grp2* N=25 SD	Grp3* N=31 M	Grp3* N=31 SD	Grp4* N=25 M	Grp4* N=25 SD	ANOVA F	ANOVA P	Scheffe' ($p \leq 0.10$)
1.	To understand the philosophy underlying this university.	3.79	1.00	3.29	0.91	3.61	1.12	4.20	0.91	3.60	0.02	4>2
2.	To develop knowledge and skills in human relations.	4.32	0.75	3.84	0.75	4.13	0.76	4.20	0.65	2.35	0.08	1>2
3.	To learn about this institution's problems related to implementation of instructional programs.	3.77	0.94	3.84	0.85	3.65	1.05	4.32	0.75	2.83	0.04	4>3
4.	To learn how to individualize instruction.	3.21	1.16	3.32	0.90	3.68	0.87	3.52	0.82	1.56	0.20	
5.	To acquire a knowledge of the history of this university.	2.54	1.21	2.24	1.01	2.10	0.94	2.28	1.02	1.17	0.32	
6.	To understand student behavior.	3.66	1.09	3.72	1.02	3.81	0.91	4.00	0.82	0.69	0.56	
7.	To improve skills in public speaking.	3.34	1.13	3.56	1.19	3.61	0.95	3.80	0.87	1.12	0.34	
8.	To understand the administration of educational organizations.	3.62	1.03	3.56	0.96	3.81	1.05	3.80	1.12	0.43	0.73	
9.	To learn the psychology of the adult student.	3.34	0.98	3.16	1.07	3.55	1.03	3.20	0.87	0.89	0.45	
10.	To learn to integrate content activities with other courses.	4.02	0.90	3.88	0.88	4.00	0.89	4.28	0.61	1.00	0.40	
11.	To improve skills in using audio-visual equipment and materials.	3.62	1.05	3.64	1.00	4.00	0.86	4.08	0.76	2.02	0.11	
12.	To understand the motivation of the adult student.	3.83	0.92	3.80	0.76	3.84	1.07	3.48	1.08	0.87	0.46	

Table 6.11 (continued)

Item No.	Aim	Grp1* N=47		Grp2* N=25		Grp3* N=31		Grp4* N=25		ANOVA		Scheffe' $(p \le 0.10)$
		M	SD	M	SD	M	SD	M	SD	F	P	
13.	To develop personal philosophy of education.	3.62	0.87	3.36	0.76	3.45	1.06	3.64	0.91	0.64	0.59	
14.	To increase knowledge of fields related to one's own teaching specialty.	4.53	0.75	4.52	0.59	4.61	0.67	4.68	0.48	0.38	0.77	
15.	To learn how to use self-evaluation techniques to improve teaching performance.	4.15	0.86	4.32	0.69	4.03	0.95	4.44	0.58	1.43	0.24	
16.	To develop an awareness of one's reponsibilty towards colleagues and professional associations.	4.11	0.85	4.00	0.82	4.03	1.08	4.32	0.90	0.64	0.59	
17.	To acquire knowledge and skills necessary for college teaching but were not acquired from preservice training.	3.46	1.15	3.68	1.07	3.61	1.23	3.96	0.89	1.13	0.34	
18.	To improve own performance to meet expectations of students, parents and public.	3.62	1.09	3.68	0.90	3.84	1.00	4.20	0.91	1.94	0.13	
19.	To develop communication practices which encourage good public relations.	3.80	0.96	3.88	0.78	3.68	0.94	4.00	0.82	0.64	0.59	
20.	To update knowledge in own area of specialization.	4.46	0.72	4.32	0.75	4.45	0.81	4.56	0.58	0.46	0.71	
21.	To develop good working relationships with colleagues.	3.89	0.90	3.76	1.01	3.58	1.18	3.96	0.73	0.91	0.44	
22.	To understand the role of guidance and counseling services in this campus.	3.30	1.01	3.24	1.05	3.42	1.20	3.44	1.04	0.22	0.89	
23.	To understand the role of the academic staff in this campus.	3.37	1.10	3.20	1.04	3.06	1.09	3.76	0.97	2.15	0.10	

Table 6.11 (continued)

Item No.	Aim	Grp1* N=47		Grp2* N=25		Grp3* N=31		Grp4* N=25		ANOVA		Scheffe' (p≤0.10)
		M	SD	M	SD	M	SD	M	SD	F	P	
24.	To develop communication skills for instructing in student-opinion oriented programs.	3.33	1.07	3.68	0.85	3.65	0.98	3.80	0.96	1.48	0.22	
25.	To learn to instruct students with learning handicaps (e.g., low verbal ability).	3.35	1.06	3.40	0.82	3.29	1.10	3.56	1.12	0.34	3.79	
26.	To improve skills in using the lecture technique.	3.46	1.03	3.84	0.80	3.74	1.00	3.92	0.91	1.63	0.19	
27.	To understand the politics involved in education.	3.39	0.98	3.36	0.95	3.39	1.05	3.48	1.01	0.07	0.98	
28.	To learn how to conduct social science research.	3.74	1.06	3.32	1.31	3.58	1.09	3.76	1.13	0.89	0.45	
29.	To learn how to structure learning experience (e.g., simple to complex).	3.43	1.05	3.52	1.01	3.39	1.05	3.44	1.00	0.08	0.97	
30.	To develop strategies for evaluating instructional objectives.	3.56	0.92	3.84	0.94	3.37	0.89	4.00	0.87	2.75	0.05	4>3
31.	To learn ways of reinforcing learning.	3.85	0.94	3.72	0.84	3.80	1.00	3.79	0.98	0.10	0.96	
32.	To improve skills in using field trips and field experience.	3.46	1.11	3.28	0.89	3.27	1.05	3.44	1.04	0.30	0.82	
33.	To learn about "youth culture".	3.09	1.15	3.20	0.87	3.03	0.95	3.16	1.18	0.14	0.93	
34.	To learn how to diagnose students' educational needs.	3.52	1.05	3.36	0.86	3.42	0.92	3.68	0.90	0.56	0.65	
35.	To learn how to construct instruments for evaluating students' progress.	3.59	0.91	3.76	0.78	3.58	0.89	3.75	0.94	0.37	0.77	

Table 6.11 (continued)

Item		Grp1*		Grp2*		Grp3*		Grp4*		ANOVA		Scheffe'
		N=47		N=25		N=31		N=25				
No.	Aim	M	SD	M	SD	M	SD	M	SD	F	P	(p≤0.10)
36.	To learn to write instructional objectives for programs, courses and topics.	3.33	1.28	3.52	0.92	3.19	1.11	4.04	0.84	3.18	0.03	4>3,4>1
37.	To learn about political and socio-economic factors influencing this campus.	3.30	1.17	3.24	1.16	3.16	1.10	3.72	0.98	1.31	0.27	
38.	To learn how to use one's leisure time.	3.02	1.45	3.16	1.25	2.68	1.25	3.60	0.91	2.49	0.06	4>3
39.	To learn how to prepare independent study materials.	3.48	1.19	3.40	0.76	3.26	1.12	4.04	0.79	2.93	0.04	4>3
40.	To develop a commitment to the goals of the university.	3.39	1.20	3.12	0.93	3.43	1.04	3.84	1.14	1.83	0.15	
41.	To learn theories of teaching and learning of adult students.	3.09	1.05	3.44	0.92	3.42	1.03	3.64	1.00	1.85	0.14	
42.	To learn the uses of group dynamics.	3.28	1.13	3.46	0.83	3.58	1.03	3.84	1.03	1.66	0.18	
43.	To develop a sensitivity for students' emotional and social needs.	3.28	1.15	3.40	0.91	3.06	1.06	3.60	1.12	1.20	0.31	
44.	To learn about accepted policies regarding student admissions and attendance.	3.17	1.23	3.16	1.03	3.03	1.08	3.40	0.87	0.53	0.66	
45.	To understand theories of social organizations.	3.17	1.16	3.04	0.93	3.06	1.00	3.72	1.02	2.37	0.07	
46.	To learn how to disseminate one's own professional writing.	3.41	1.05	3.56	0.82	3.32	1.17	4.00	1.04	2.33	0.08	
47.	To learn and apply curriculum planning and development.	3.61	0.98	3.52	0.82	3.68	0.91	4.04	1.02	1.54	0.21	
48.	To conduct research related to the instructor's own course and teaching.	3.82	0.96	3.76	0.72	4.06	0.85	4.20	0.91	1.54	0.21	

Table 6.11 (continued)

Item No.	Aim	Grp1* N=47 M	Grp1* N=47 SD	Grp2* N=25 M	Grp2* N=25 SD	Grp3* N=31 M	Grp3* N=31 SD	Grp4* N=25 M	Grp4* N=25 SD	ANOVA F	ANOVA P	Scheffe' (p≤0.10)
49.	To learn to write programmed course units.	3.11	1.27	3.12	0.88	3.29	1.16	3.68	1.14	1.50	0.22	
50.	To learn about the operation and function of the unversity's educational media (includes library).	3.20	1.19	3.28	0.89	3.23	0.97	3.68	0.90	1.33	0.27	
51.	To learn about the functions of administration in this campus.	3.02	1.13	3.28	0.94	3.23	0.99	3.56	0.96	1.51	0.21	
52.	To learn about community services and human resources available to this campus.	3.40	1.03	3.20	0.82	3.52	1.06	3.56	0.92	0.70	0.55	
53.	To acquire a knowledge of one's expected involvement in university extracurricular activities.	3.30	0.94	3.16	0.85	3.65	1.17	3.60	1.04	1.55	0.21	
54.	To learn about grouping students for instruction.	3.30	1.17	3.24	0.66	3.06	1.12	3.64	0.91	1.48	0.22	
55.	To improve discussion techniques in teaching.	3.72	0.98	4.00	0.71	3.68	1.01	4.16	0.80	1.90	0.13	
56.	To learn about educational innovation in higher education.	3.67	1.11	3.84	0.90	4.06	0.93	4.32	0.75	2.77	0.04	4>1
57.	To understand the implication of an "open door" policy in higher education.	3.30	1.03	3.32	0.95	3.68	0.98	3.88	0.93	2.47	0.07	
58.	To learn to use the computer in university teaching.	3.67	1.26	3.28	1.14	3.90	1.08	3.68	1.38	1.22	0.30	
59.	To learn to prepare materials for programmed, multi-media approaches to teaching.	3.37	1.04	3.40	1.00	3.74	1.18	4.20	0.87	4.00	0.01	4>1,4>2
60.	To know the characteristics of this campus' student body.	2.85	1.09	2.92	0.76	2.71	1.27	3.32	0.95	1.67	0.18	

Table 6.11 (continued)

Item No.	Aim	Grp1* N=47 M	SD	Grp2* N=25 M	SD	Grp3* N=31 M	SD	Grp4* N=25 M	SD	ANOVA F	P	Scheffe' (p≤0.10)
61.	To acquire a knowledge of the career opportunities available to graduates of the university.	3.48	1.19	3.72	0.79	3.35	1.17	3.68	0.99	0.73	0.54	
62.	To learn how to develop interpersonal relationships among students and staff.	3.41	1.09	3.72	0.84	3.45	0.99	3.56	0.96	0.57	0.63	
63.	To develop skill in making learning relevant for students.	3.80	0.96	3.88	0.83	3.77	1.02	3.96	0.84	0.23	0.88	
64.	To develop strategies which will enable students to participate in designing their learning experiences.	3.61	1.04	3.92	0.86	3.61	0.95	3.72	0.84	0.68	0.57	
65.	To develop skills in using game and stimulation in teaching.	3.24	1.25	3.44	1.00	3.19	1.17	3.56	1.08	0.65	0.59	
66.	To learn to use audio-visual meadia in teaching and learning.	3.52	1.03	3.76	0.97	3.45	1.23	4.04	0.79	1.91	0.13	
67.	To learn to use techniques other than verbal in teaching.	3.89	0.97	4.00	0.76	3.87	1.02	4.16	0.90	0.57	0.63	
	Total	**3.52**	**0.68**	**3.53**	**0.53**	**3.53**	**0.53**	**3.81**	**0.46**	**1.71**	**0.17**	

Campus:

Grp1* = Campus #1
Grp2* = Campus #2
Grp3* = Campus #3
Grp4* = Campus #4

Table 6.12

Differences of Mean Demand Scores of Faculty Development Methods
by Campus

Item No.	Method	Grp1* N=47		Grp2* N=25		Grp3* N=31		Grp4* N=25		ANOVA		Scheffe' (p≤0.10)
		MDS	SD	MDS	SD	MDS	SD	MDS	SD	F	P	
1.	Workshops or presentations that explore various methods of instruction.	6.98	1.16	6.57	0.99	7.45	1.26	7.24	1.33	2.69	0.05	3>2
2.	Workshops, seminars, or short courses on subject matter.	7.00	1.08	7.04	1.12	7.37	1.19	7.40	1.12	1.10	0.35	
3.	Workshops or seminars dealing with curriculum development.	6.51	1.08	6.17	1.20	7.03	1.11	7.08	1.22	3.94	0.01	4>2,3>2
4.	Workshops or seminars on student testing.	6.91	1.18	6.50	1.25	7.20	1.10	7.44	1.23	2.94	0.04	4>2
5.	Workshops, seminars, or programs on institutional goals and types of students.	6.91	1.13	6.25	1.03	6.87	1.15	7.00	1.15	2.36	0.08	
6.	Workshops or programs on academic advising and counseling.	6.93	1.23	6.33	0.92	7.06	1.26	7.48	1.01	4.24	0.01	4>2
7.	Workshops or seminars on research and scholarship skills.	7.40	1.07	6.63	1.21	7.63	1.10	7.68	1.14	4.73	0.00	4>2,3>2, 1>2
8.	Workshops, seminars, or programs to improve the management of departmental operations.	7.36	1.22	6.88	1.23	7.10	1.11	7.52	1.08	1.58	1.20	
9.	Workshops or presentations that explore general issues or trends in education.	7.05	1.05	6.83	0.96	7.10	1.22	7.52	1.01	1.81	0.15	
10.	Workshops or programs on faculty affective development.	7.05	1.25	6.46	0.88	7.10	1.08	7.32	1.22	2.58	0.06	4>2
11.	Systematic ratings of instruction by students.	7.16	1.48	6.42	1.18	7.26	1.00	7.60	1.19	3.87	0.01	4>2
12.	Formal assessments by colleagues.	7.07	1.35	6.50	1.18	6.77	1.06	7.56	1.19	3.50	0.02	4>2

Table 6.12 (continued)

Item No.	Method	Grp1* N=47		Grp2* N=25		Grp3* N=31		Grp4* N=25		ANOVA		Scheffe' ($p \leq 0.10$)
		MDS	SD	MDS	SD	MDS	SD	MDS	SD	F	P	
13.	Informal assessment by colleagues.	6.93	1.37	6.50	1.14	6.71	1.22	7.16	1.62	1.14	0.34	
14.	Systematic teaching or course evaluations by an administrator.	6.88	1.31	6.13	1.08	6.65	1.14	7.48	1.23	5.35	0.00	4>2,4>3
15.	System for faculty to assess themselves.	7.37	1.16	6.75	1.26	7.10	1.25	7.48	1.39	1.80	0.15	
16.	Classroom visitation by an instructional resource person.	6.81	1.40	6.33	1.13	6.77	1.31	7.46	1.14	3.16	0.03	4>2
17.	Analysis of in-class video tapes.	7.26	1.38	6.33	1.01	6.81	1.14	7.48	1.36	4.34	0.01	4>2,1>2
18.	Faculty with expertise consult with other faculty.	7.21	1.32	6.46	1.10	6.97	1.17	7.12	1.20	2.09	0.11	
19.	Senior teachers work closely with new teachers.	7.42	1.31	6.87	1.06	7.06	1.21	7.44	1.23	1.44	0.24	
20.	Professional and personal development plan.	7.30	1.12	6.92	1.10	7.35	1.02	7.28	1.21	0.84	0.47	
21.	Specialists on campus to assist faculty in use of audiovisual aids.	7.05	1.11	6.54	1.02	6.90	1.08	7.04	1.02	1.31	0.27	
22.	Assistance to faculty in use of instructional technology.	7.12	1.21	6.83	1.11	7.19	1.20	7.16	1.18	0.50	0.69	
23.	Specialists to assist individual faculty in instructional or course development.	7.19	1.18	6.46	1.14	7.71	1.30	6.92	1.50	1.90	0.13	
24.	Specialists to help faculty develop teaching skills.	7.14	1.23	6.58	1.06	7.06	1.09	7.44	1.39	2.16	0.10	
25.	Simulated procedures.	7.21	1.21	6.63	0.92	6.77	1.09	7.17	1.43	1.79	0.15	
26.	Special professional library.	7.28	1.26	6.96	1.23	6.97	1.35	7.68	1.25	1.85	0.14	
27.	Visitations to other institutions.	7.30	1.19	7.08	1.14	7.52	1.34	7.52	1.05	0.79	0.50	

Table 6.12 (continued)

Item		Grp1*		Grp2*		Grp3*		Grp4*		ANOVA		Scheffe'
		N=47		N=25		N=31		N=25				
No.	Method	MDS	SD	MDS	SD	MDS	SD	MDS	SD	F	P	($p \leq 0.10$)
28.	Faculty exchange programs with other institutions.	7.17	1.25	6.13	1.08	6.52	1.26	7.16	1.49	4.58	0.00	1>2, 4>2
29.	Faculty take courses offered by colleagues.	7.09	1.17	6.43	0.95	6.65	1.02	6.68	1.35	2.01	0.12	
30.	Personal counseling provided individual faculty members.	7.07	1.28	6.26	0.75	6.70	1.15	7.16	1.34	3.15	0.03	4>2, 1>2
31.	Circulation of newsletters, articles, etc.	7.07	1.11	6.61	0.94	6.81	1.25	7.44	1.16	2.54	0.06	4>2
	Total	**6.84**	**0.83**	**6.49**	**0.88**	**6.89**	**0.74**	**7.05**	**0.87**	**2.19**	**0.09**	

Campus:

Grp1* = Campus #1
Grp2* = Campus #2
Grp3* = Campus #3
Grp4* = Campus #4

Table 6.13

Differences of Mean Demand Scores of Organizational Arrangements
by Campus

Item No.	Organizational Arrangements	Grp1* N=47		Grp2* N=25		Grp3* N=31		Grp4* N=25		ANOVA		Scheffe' ($p \leq 0.10$)
		MDS	SD	MDS	SD	MDS	SD	MDS	SD	F	P	
1.	Time for faculty development activities:											
1.1.	Begining of university term	6.41	1.37	5.67	1.15	6.68	1.40	6.48	1.37	2.52	0.06	3>2
1.2.	During university term	6.18	1.07	6.19	0.93	6.61	1.38	6.32	1.25	0.91	0.44	
1.3.	During the intersession periods	6.61	1.09	6.32	1.13	6.68	1.42	7.22	1.31	2.11	0.10	
1.4.	Summer session	6.46	1.19	6.33	1.15	6.45	1.34	7.26	1.32	2.77	0.04	
2.	Location for faculty development activities:											
2.1.	Campus #1	6.40	1.24	5.83	1.54	5.93	1.70	6.06	1.43	0.89	0.45	
2.2.	Campus #2	6.00	1.31	6.23	1.30	6.74	1.21	5.94	1.24	2.02	0.12	
2.3.	Campus #3	5.79	1.05	6.47	1.17	6.38	1.18	6.06	1.12	1.27	0.29	
2.4.	Campus #4	5.93	1.14	6.46	1.39	5.96	1.10	6.48	1.21	1.19	0.32	
2.5.	A campus outside Bangkok	6.50	1.27	6.56	1.01	6.39	1.34	6.58	1.16	0.08	0.97	
2.6.	Neighboring university	6.40	1.35	6.57	1.40	7.20	1.44	6.64	1.50	0.89	0.45	
2.7.	Community facilities	6.00	1.00	6.63	1.06	6.52	1.54	6.18	1.60	0.45	0.72	
3.	Person(s) assuming active responsibility for faculty development programs:											
3.1.	President	6.79	1.15	7.15	1.27	7.07	1.20	6.64	1.00	1.00	0.39	
3.2.	Vice-President of own campus	6.75	1.29	6.67	1.28	7.04	1.35	6.38	1.47	0.97	0.41	

Table 6.13 (continued)

Item No.	Organizational Arrangements	Grp1* N=47 MDS	SD	Grp2* N=25 MDS	SD	Grp3* N=31 MDS	SD	Grp4* N=25 MDS	SD	ANOVA F	P	Scheffe' ($p \leq 0.10$)
3.3.	Vice-President in charge of academic	7.13	1.26	6.76	1.39	7.14	1.35	6.78	1.52	0.46	0.71	
3.4.	Dean of own faculty	7.14	1.29	6.80	1.44	7.10	1.45	6.38	1.91	1.35	0.26	
3.5.	Associate Dean in own campus	7.10	1.37	6.42	1.22	6.97	1.43	6.65	1.46	1.01	0.39	
3.6.	Department Head of own department	6.64	1.27	6.20	1.06	7.00	1.46	6.59	1.50	1.43	0.24	
3.7.	Faculty committee at the main campus	6.75	1.27	6.59	1.00	6.72	1.36	7.00	1.25	0.35	0.79	
3.8.	Faculty committee at own campus	6.59	1.37	6.65	1.06	6.32	1.19	6.75	1.25	0.54	0.65	
3.9.	Faculty development officers	6.62	1.63	6.24	1.20	6.52	1.42	6.89	1.37	0.62	0.60	
4.	Person(s) providing expertise for faculty development activities:											
4.1.	President	6.44	1.25	6.55	1.47	6.77	1.43	6.33	1.28	0.52	0.67	
4.2.	Vice-President of own campus	6.37	1.11	6.10	1.07	6.57	1.29	6.24	1.26	0.68	0.57	
4.3.	Vice-President in charge of academic	6.88	1.15	5.94	0.94	7.00	1.31	6.79	1.31	3.11	0.03	3>2
4.4.	Dean of own faculty	6.74	1.31	6.26	1.45	7.00	1.41	7.20	1.36	1.74	0.16	
4.5.	Associate Dean of own campus	6.58	1.35	6.25	1.07	6.75	1.32	6.74	1.45	0.67	0.57	
4.6.	Department Head of own department	6.47	1.27	6.21	1.08	6.63	1.28	6.86	1.35	0.95	0.42	
4.7.	Faculty committee at the main campus	6.39	1.15	6.24	0.57	6.57	1.40	7.06	1.47	1.51	0.22	

Table 6.13 (continued)

Item No.	Organizational Arrangements	Grp1* N=47 MDS	Grp1* SD	Grp2* N=25 MDS	Grp2* SD	Grp3* N=31 MDS	Grp3* SD	Grp4* N=25 MDS	Grp4* SD	ANOVA F	ANOVA P	Scheffe' ($p \leq 0.10$)
4.8.	Faculty committee at own campus	6.08	1.32	6.59	1.37	6.68	1.28	6.84	1.46	1.44	0.24	
4.9.	Faculty development officers	6.32	1.11	6.11	0.90	6.43	1.26	6.72	1.45	0.83	0.48	
4.10.	Specialist consultants outside the university	7.09	1.28	6.55	1.15	7.37	1.52	7.19	1.47	1.46	0.23	
5.	Provisions given in own campus:											
5.1.	Temporary teaching load reductions	6.98	1.41	7.15	1.14	7.00	1.56	7.08	1.47	0.08	0.97	
5.2.	Lighter than normal load for first year faculty	6.56	1.36	6.20	0.95	6.34	1.26	6.88	1.42	1.25	0.29	
5.3.	Sabbatical leaves	5.88	1.21	6.20	1.44	6.17	1.49	6.24	1.71	0.46	0.71	
5.4.	Salary credit for completed programs of faculty development	6.17	1.41	6.32	1.16	7.10	1.47	7.46	1.59	5.37	0.00	3>1,4>1, 4>2
5.5.	Funds for developing new course	7.31	1.39	6.65	1.18	7.53	1.57	7.60	1.47	2.02	0.11	
5.6.	Travel grants to refresh or update knowledge	7.49	1.27	7.35	1.09	7.50	1.28	7.17	1.31	0.42	0.74	
5.7.	Travel funds to attend professional conferences	7.40	1.17	7.30	1.34	7.41	1.35	7.21	1.44	0.15	0.93	
5.8.	Visiting scholars programs	7.30	1.15	7.15	1.39	7.43	1.28	7.04	1.20	0.52	0.67	

Campus:

Grp1* = Campus #1
Grp2* = Campus #2
Grp3* = Campus #3
Grp4* = Campus #4

Table 6.14

Differences of Mean Scores of Faculty Development Aims
by Faculty

Item No.	Aim	Grp1* N=30		Grp2* N=31		Grp3* N=23		Grp4* N=31		ANOVA		Scheffe' (p≤0.10)
		M	SD	M	SD	M	SD	M	SD	F	P	
1.	To understand the philosophy underlying this university.	3.73	1.14	3.77	1.02	3.65	0.88	3.57	1.10	0.23	0.88	
2.	To develop knowledge and skills in human relations.	4.37	0.61	3.87	0.81	4.30	0.76	4.06	0.73	2.87	0.04	1>2
3.	To learn about this institution's problems related to implementation of instructional programs.	3.83	1.15	3.94	0.85	3.65	0.88	3.84	0.82	0.41	0.75	
4.	To learn how to individualize instruction.	3.63	0.93	3.13	1.12	3.13	0.76	3.68	0.91	2.95	0.04	
5.	To acquire a knowledge of the history of this university.	2.33	1.15	2.23	0.88	2.22	1.13	2.30	1.21	0.08	0.97	
6.	To understand student behavior.	4.07	0.94	3.77	1.15	3.57	0.84	3.65	0.88	1.45	0.23	
7.	To improve skills in public speaking.	3.87	0.97	3.55	1.21	3.30	0.93	3.45	0.96	1.48	0.23	
8.	To understand the administration of educational organizations.	3.83	0.99	3.65	0.98	3.39	1.27	3.87	0.88	1.19	0.32	
9.	To learn the psychology of the adult student.	3.57	0.90	3.19	1.11	3.04	1.02	3.58	0.89	2.06	0.11	
10.	To learn to integrate content activities with other courses.	4.20	0.76	4.00	1.03	3.91	0.60	4.13	0.81	0.65	0.59	
11.	To improve skills in using audio-visual equipment and materials.	4.20	0.71	3.71	1.04	3.78	0.74	3.61	1.05	2.43	0.07	
12.	To understand the motivation of the adult student.	4.10	0.88	3.68	1.08	3.61	0.94	3.84	0.82	1.53	0.21	

Table 6.14 (continued)

Item No.	Aim	Grp1* N=30		Grp2* N=31		Grp3* N=23		Grp4* N=31		ANOVA		Scheffe' ($p \leq 0.10$)
		M	SD	M	SD	M	SD	M	SD	F	p	
13.	To develop personal philosophy of education.	3.33	1.12	3.39	0.92	3.70	0.76	3.68	0.79	1.21	0.31	
14.	To increase knowledge of fields related to one's own teaching specialty.	4.70	0.54	4.45	0.77	4.48	0.79	4.77	0.43	1.85	0.14	
15.	To learn how to use self-evaluation techniques to improve teaching performance.	4.33	0.71	4.26	0.77	4.30	0.64	4.13	0.92	0.40	0.75	
16.	To develop an awareness of one's reponsibilty towards colleagues and professional associations.	4.07	0.98	4.23	0.72	4.00	1.09	4.03	0.96	0.33	0.80	
17.	To acquire knowledge and skills necessary for college teaching but were not acquired from preservice training.	3.83	0.91	3.65	1.23	3.70	1.15	3.47	1.01	0.59	0.62	
18.	To improve own performance to meet expectations of students, parents and public.	3.90	1.03	3.61	1.02	3.65	1.03	3.90	0.86	0.71	0.55	
19.	To develop communication practices which encourage good public relations.	4.03	0.81	3.68	0.79	3.83	1.07	3.83	0.79	0.88	0.45	
20.	To update knowledge in own area of specialization.	4.47	0.78	4.45	0.72	4.39	0.84	4.50	0.57	0.10	0.96	
21.	To develop good working relationships with colleagues.	3.97	0.93	3.65	1.02	3.78	0.80	3.90	1.06	0.65	0.59	
22.	To understand the role of guidance and counseling services in this campus.	3.80	1.06	3.16	1.07	2.96	1.11	3.47	0.94	3.41	0.02	1>3
23.	To understand the role of the academic staff in this campus.	3.47	1.28	3.19	1.14	3.30	0.88	3.47	0.94	0.46	0.71	

Table 6.14 (continued)

Item No.	Aim	Grp1* N=30 M	Grp1* N=30 SD	Grp2* N=31 M	Grp2* N=31 SD	Grp3* N=23 M	Grp3* N=23 SD	Grp4* N=31 M	Grp4* N=31 SD	ANOVA F	ANOVA P	Scheffe' ($p \leq 0.10$)
24.	To develop communication skills for instructing in student-opinion oriented programs.	3.93	1.01	3.10	1.09	3.61	0.89	3.73	0.74	4.21	0.01	1>2,4>2
25.	To learn to instruct students with learning handicaps (e.g., low verbal ability).	3.57	1.01	3.19	1.11	3.35	1.11	3.47	0.86	0.75	0.53	
26.	To improve skills in using the lecture technique.	3.63	1.16	3.68	0.91	3.78	0.80	3.87	0.86	0.36	0.78	
27.	To understand the politics involved in education.	3.40	0.86	3.00	1.15	3.74	0.86	3.47	0.90	2.79	0.04	3>2
28.	To learn how to conduct social science research.	3.90	1.06	2.81	1.17	4.04	0.88	3.87	0.94	9.11	0.00	3>2, 1>2 4>2
29.	To learn how to structure learning experience (e.g., simple to complex).	3.83	1.02	3.06	1.12	3.52	0.85	3.47	0.97	3.01	0.03	1>2
30.	To develop strategies for evaluating instructional objectives.	3.97	0.85	3.39	0.99	3.73	0.88	3.62	0.90	2.12	0.10	
31.	To learn ways of reinforcing learning.	4.20	0.85	3.52	0.96	3.73	0.94	3.83	0.83	3.08	0.03	1>2
32.	To improve skills in using field trips and field experience.	3.24	1.12	3.13	1.02	3.52	1.08	3.63	0.93	1.51	0.22	
33.	To learn about "youth culture".	3.33	0.99	2.68	0.75	3.00	1.31	3.47	1.01	3.69	0.01	4>2
34.	To learn how to diagnose students' educational needs.	3.63	0.76	3.10	1.08	3.61	0.94	3.70	0.92	2.71	0.05	
35.	To learn how to construct instruments for evaluating students' progress.	3.97	0.81	3.29	1.04	3.65	0.88	3.70	0.75	3.07	0.03	1>2

Table 8.14 (continued)

Item No.	Aim	Grp1* N=30 M	Grp1* N=30 SD	Grp2* N=31 M	Grp2* N=31 SD	Grp3* N=23 M	Grp3* N=23 SD	Grp4* N=31 M	Grp4* N=31 SD	ANOVA F	ANOVA P	Scheffe' (p≤0.10)
36.	To learn to write instructional objectives for programs, courses and topics.	3.57	1.07	3.29	1.30	3.43	1.31	3.63	0.93	0.52	0.67	
37.	To learn about political and socio-economic factors influencing this campus.	3.27	1.17	2.90	1.19	3.39	1.27	3.67	0.76	2.48	0.06	4>2
38.	To learn how to use one's leisure time.	3.23	1.25	3.03	1.43	2.96	1.26	2.90	1.21	0.37	0.77	
39.	To learn how to prepare independent study materials.	3.90	0.80	2.97	1.02	3.61	0.94	3.57	1.19	4.64	0.00	1>2
40.	To develop a commitment to the goals of the University.	3.69	1.14	3.35	1.14	3.22	1.13	3.40	1.10	0.84	0.48	
41.	To learn theories of teaching and learning of adult students.	3.73	0.98	2.94	1.09	3.17	1.03	3.53	0.86	3.87	0.01	1>2
42.	To learn the uses of group dynamics.	4.03	0.81	2.97	1.10	3.26	1.10	3.63	0.85	6.77	0.00	1>2, 1>3 4>2
43.	To develop a sensitivity for students' emotional and social needs.	3.73	0.91	2.77	1.15	3.39	1.16	3.20	1.03	4.32	0.01	1>2
44.	To learn about accepted policies regarding student admissions and attendance.	3.50	1.11	2.90	1.19	3.30	0.97	3.07	1.08	1.71	0.17	
45.	To understand theories of social organizations.	3.47	1.01	2.65	1.08	3.43	1.12	3.37	1.00	4.17	0.01	1>2, 3>2 4>2
46.	To learn how to disseminate one's own professional writing.	3.80	1.00	3.29	1.10	3.61	0.94	3.30	1.09	1.70	0.17	
47.	To learn and apply curriculum planning and development.	4.03	1.00	3.45	0.93	3.78	0.90	3.47	0.82	2.78	0.04	

Table 6.14 (continued)

Item No.	Aim	Grp1* N=30		Grp2* N=31		Grp3* N=23		Grp4* N=31		ANOVA		Scheffe' ($p \leq 0.10$)
		M	SD	M	SD	M	SD	M	SD	F	P	
48.	To conduct research related to the instructor's own course and teaching.	4.17	0.79	3.73	1.08	3.74	0.86	4.07	0.74	1.82	1.15	
49.	To learn to write programmed course units.	3.60	1.13	2.94	1.29	3.26	0.96	3.47	1.14	1.94	0.13	
50.	To learn about the operation and function of the unversity's educational media (includes library).	3.60	0.97	3.00	1.15	3.36	0.95	3.53	0.90	2.20	0.09	
51.	To learn about the functions of administration in this campus.	3.50	1.01	3.06	1.12	3.17	0.78	3.10	1.03	1.17	0.32	
52.	To learn about community services and human resources available to this campus.	3.62	1.05	3.03	1.17	3.39	0.78	3.63	0.72	2.61	0.05	
53.	To acquire a knowledge of one's expected involvement in university extracurricular activities.	3.57	1.19	3.06	1.00	3.35	0.78	3.47	0.86	1.50	0.22	
54.	To learn about grouping students for instruction.	3.63	0.93	2.94	1.03	3.30	0.88	3.27	1.17	2.40	0.07	1>2
55.	To improve discussion techniques in teaching.	4.20	0.76	3.74	1.06	3.70	0.88	3.77	0.73	2.11	0.10	
56.	To learn about educational innovation in higher education.	4.37	0.81	3.58	1.06	3.68	1.13	4.03	0.67	4.40	0.01	1>2, 1>3
57.	To understand the implication of an "open door" policy in higher education.	3.73	1.01	3.45	1.03	3.39	1.08	3.50	0.86	0.64	0.59	
58.	To learn to use the computer in university teaching.	3.77	1.30	3.55	1.29	3.77	1.34	3.60	1.00	0.24	0.87	
59.	To learn to prepare materials for programmed, multi-media approaches to teaching.	4.03	0.85	3.35	1.23	3.48	1.12	3.57	0.97	2.38	0.07	

Table 6.14 (continued)

Item No.	Aim	Grp1* N=30		Grp2* N=31		Grp3* N=23		Grp4* N=31		ANOVA		Scheffe' ($p \leq 0.10$)
		M	SD	M	SD	M	SD	M	SD	F	p	
60.	To know the characteristics of this campus' student body.	2.87	1.22	2.68	1.01	3.09	0.95	2.93	1.05	0.68	0.56	
61.	To acquire a knowledge of the career opportunities available to graduates of the university.	3.53	0.94	3.32	1.25	3.43	1.24	3.83	0.95	0.19	0.32	
62.	To learn how to develop interpersonal relationships among students and staff.	3.60	0.93	3.42	1.09	3.52	1.04	3.47	0.97	0.18	0.91	
63.	To develop skill in making learning relevant for students.	4.17	0.70	3.81	0.95	3.65	1.19	3.67	0.84	1.95	0.13	
64.	To develop strategies which will enable students to participate in designing their learning experiences.	3.93	0.94	3.48	1.06	3.57	1.12	3.73	0.69	1.27	0.29	
65.	To develop skills in using game and stimulation in teaching.	3.93	0.83	2.71	1.30	3.04	1.15	3.40	1.07	6.81	0.00	1>2, 1>3
66.	To learn to use audio-visual meadia in teaching and learning.	3.97	0.89	3.32	1.33	3.83	1.07	3.57	0.86	2.17	0.10	
67.	To learn to use techniques other than verbal in teaching.	4.43	0.73	3.55	1.12	3.74	0.75	3.93	0.83	5.56	0.00	1>2, 1>3
	Total	**3.80**	**0.53**	**3.35**	**0.68**	**3.54**	**0.55**	**3.63**	**0.48**	**2.44**	**0.05**	**1>2**

Faculty:

Grp1* = Faculty of Education
Grp2* = Faculty of Sciences
Grp3* = Faculty of Social Sciences
Grp4* = Faculty of Humanities

Table 6.15

Differences of Mean Demand Scores of Faculty Development Methods by Faculty

Item No.	Method	Grp1* N=30 MDS	SD	Grp2* N=31 MDS	SD	Grp3* N=23 MDS	SD	Grp4* N=31 MDS	SD	ANOVA F	P	Scheffe' (p≤0.10)
1.	Workshops or presentations that explore various methods of instruction.	7.50	1.17	7.03	1.25	7.23	1.15	6.77	1.04	2.14	0.10	
2.	Workshops, seminars, or short courses on subject matter.	7.17	1.04	7.40	1.13	7.32	1.29	6.97	1.03	0.85	0.47	
3.	Workshops or seminars dealing with curriculum development.	6.79	1.24	6.43	1.30	7.05	1.17	6.67	0.99	1.20	0.31	
4.	Workshops or seminars on student testing.	7.40	1.22	6.93	1.31	7.36	1.05	6.50	1.07	3.67	0.01	1>4,3>4
5.	Workshops, seminars, or programs on institutional goals and types of students.	6.93	1.26	6.57	1.22	7.05	0.97	6.63	1.10	1.05	0.37	
6.	Workshops or programs on academic advising and counseling.	7.17	1.23	6.74	1.21	7.05	1.16	6.77	1.07	0.94	0.43	
7.	Workshops or seminars on research and scholarship skills.	7.27	1.23	7.50	1.28	7.43	1.17	7.14	1.06	0.53	0.66	
8.	Workshops, seminars, or programs to improve the management of departmental operations.	7.03	1.00	7.19	1.35	7.76	1.22	7.10	1.06	1.88	0.14	
9.	Workshops or presentations that explore general issues or trends in education.	7.43	1.07	6.87	1.17	7.19	1.03	6.93	1.01	1.72	0.17	
10.	Workshops or programs on faculty affective development.	7.53	1.07	6.60	1.16	6.95	1.47	6.93	0.98	3.37	0.02	1>2
11.	Systematic ratings of instruction by students.	7.33	1.27	7.03	1.33	7.48	1.29	6.80	1.32	1.43	0.24	

Table 6.15 (continued)

Item No.	Method	Grp1* N=30		Grp1* N=31		Grp3* N=23		Grp4* N=31		ANOVA		Scheffe' (p≤0.10)
		MDS	SD	MDS	SD	MDS	SD	MDS	SD	F	P	
12.	Formal assessment by colleagues.	7.23	1.19	6.74	1.46	6.90	1.22	6.83	1.21	0.84	0.47	
13.	Informal assessment by colleagues.	7.03	1.30	6.70	1.37	6.62	1.60	6.87	1.33	0.47	0.70	
14.	Systematic teaching or course evaluation by an administrator.	6.90	1.40	6.73	1.41	7.10	1.04	6.33	1.18	1.69	0.17	
15.	System for faculty to assess themselves.	7.57	1.33	7.07	1.34	7.43	1.12	6.77	1.10	2.46	0.07	
16.	Classroom visitation by an instructional resource person.	6.97	1.40	6.70	1.44	6.67	1.15	6.67	1.24	0.35	0.79	
17.	Analysis of in-class video tapes.	7.33	1.27	6.60	1.50	7.10	1.14	6.83	1.18	1.79	0.15	
18.	Faculty with expertise consult with other faculty.	7.03	1.07	7.00	1.29	7.14	1.46	6.90	1.21	0.16	0.92	
19.	Senior teachers work closely with new teachers.	7.30	1.21	7.07	1.33	7.52	1.40	7.10	1.09	0.69	0.56	
20.	Professional and personal development plan.	7.40	1.13	7.13	1.17	7.38	1.07	7.10	1.12	0.55	0.65	
21.	Specialists on campus to assist in use of audiovisual aids.	7.00	1.02	6.67	1.06	7.29	1.19	6.83	1.05	1.49	0.22	
22.	Assistance to faculty in use of instructional technology.	7.37	1.22	6.76	1.24	7.33	1.20	7.17	1.02	1.60	0.19	
23.	Specialists to assist individual faculty in instructional or course development.	7.00	1.20	6.67	1.30	6.95	1.56	7.00	1.20	0.45	0.72	
24.	Specialists to help faculty develop teaching skills.	7.30	1.21	6.90	1.24	7.24	1.22	7.00	1.20	0.70	0.56	

Table 6.15 (continued)

Item No.	Method	Grp1* N=30 MDS	SD	Grp1* N=31 MDS	SD	Grp3* N=23 MDS	SD	Grp4* N=31 MDS	SD	ANOVA F	P	Scheffe' (p≤0.10)
25.	Simulated procedures.	7.10	1.29	6.87	1.28	7.05	1.24	6.97	1.10	0.20	0.89	
26.	Special professional library.	7.27	1.41	7.17	1.26	7.29	1.38	7.27	1.17	0.05	0.99	
27.	Visitations to other institutions.	7.63	1.30	7.10	1.35	7.38	1.24	7.40	0.86	1.00	0.40	
28.	Faculty exchange programs with other institutions.	6.83	1.21	6.76	1.33	6.81	1.47	6.83	1.37	0.02	1.00	
29.	Faculty take courses offered by colleagues.	6.87	1.17	6.66	1.14	6.67	1.06	6.93	1.14	0.42	0.74	
30.	Personal counseling provided individual faculty members.	7.03	1.13	6.61	1.23	7.19	1.17	6.62	1.24	1.55	0.21	
31.	Circulation of newsletters, articles, etc.	7.34	1.11	6.90	1.11	6.95	1.16	6.73	1.23	1.48	0.23	
	Total	**7.01**	**0.81**	**6.71**	**0.78**	**7.03**	**0.84**	**6.71**	**0.67**	**1.16**	**0.33**	

Faculty:

Grp1* = Faculty of Education
Grp2* = Faculty of Sciences
Grp3* = Faculty of Social Sciences
Grp4* = Faculty of Humanities

Table 6.16

Differences of Mean Demand Scores of Organizational Arrangements
by Faculty

Item No. Organizational Arrangements	Grp1* N=30 MDS	Grp1* N=30 SD	Grp2* N=31 MDS	Grp2* N=31 SD	Grp3* N=23 MDS	Grp3* N=23 SD	Grp4* N=31 MDS	Grp4* N=31 SD	ANOVA F	ANOVA P	Scheffe' ($p \leq 0.10$)
1. Time for faculty development activities:											
1.1. Begining of university term	6.72	1.71	6.19	1.36	6.16	1.34	6.20	1.13	1.03	0.38	
1.2. During university term	6.64	1.16	6.15	1.13	6.53	1.47	6.00	1.00	1.81	0.15	
1.3. During the intersession periods	7.21	1.26	6.54	1.10	6.58	1.12	6.34	1.34	2.69	0.05	1>4
1.4. Summer session	6.93	1.28	6.36	1.37	6.95	1.36	6.07	1.00	3.24	0.03	1>4
2. Location for faculty development activities:											
2.1. Campus #1	6.48	1.12	6.19	1.30	6.22	1.52	5.59	1.85	1.76	0.16	
2.2. Campus #2	6.46	1.38	6.06	1.30	7.10	1.20	5.89	0.99	2.41	0.08	
2.3. Campus #3	6.36	1.14	5.58	0.90	6.70	0.82	6.43	1.33	3.14	0.03	3>2
2.4. Campus #4	6.46	1.22	5.53	0.80	6.80	0.79	6.00	1.24	3.85	0.01	3>2, 1>2
2.5. A campus outside Bangkok	6.93	1.10	6.54	1.45	6.33	0.87	6.00	1.24	1.50	0.23	
2.6. Neighboring university	7.21	1.19	6.70	1.49	6.78	1.30	6.45	1.75	0.61	0.61	
2.7. Community facilities	6.19	1.33	6.45	1.51	6.63	1.51	6.42	1.44	0.19	0.90	
3. Person(s) assuming active responsibility for faculty development programs:											
3.1. President	7.12	1.14	7.00	1.33	7.05	1.23	6.69	0.97	0.65	0.58	
3.2. Vice-President of own campus	6.87	1.14	7.13	1.45	7.42	1.44	6.38	1.06	2.30	0.08	

Table 6.18 (continued)

Item No.	Organizational Arrangements	Grp1* N=30 MDS	Grp1* N=30 SD	Grp2* N=31 MDS	Grp2* N=31 SD	Grp3* N=23 MDS	Grp3* N=23 SD	Grp4* N=31 MDS	Grp4* N=31 SD	ANOVA F	ANOVA P	Scheffe' (p≤0.10)
3.3.	Vice-President in charge of academic	7.16	0.90	7.69	1.40	7.36	1.65	7.36	1.18	3.79	0.01	2>4
3.4.	Dean of own faculty	7.19	1.11	7.20	1.55	7.53	1.74	6.37	1.28	2.95	0.04	3>4
3.5.	Associate Dean in own campus	6.96	1.30	7.00	1.51	7.45	1.29	6.35	1.23	1.96	0.13	
3.6.	Department Head of own department	6.93	1.21	6.36	1.15	7.17	1.34	6.41	1.37	2.18	0.10	
3.7.	Faculty committee at the main campus	6.65	1.02	6.65	1.40	7.41	1.37	6.63	1.24	1.74	0.16	
3.8.	Faculty committee at own campus	6.36	0.91	6.60	1.50	7.38	1.33	6.32	1.13	2.56	0.06	
3.9.	Faculty development officers	7.04	1.20	6.13	1.49	7.33	1.50	6.14	1.28	3.81	0.01	
4.	Person(s) providing expertise for faculty development activities:											
4.1.	President	6.75	1.27	6.44	1.34	6.80	1.51	6.33	1.41	0.69	0.56	
4.2.	Vice-President of own campus	6.69	1.29	6.30	1.26	6.43	1.16	6.25	1.07	0.67	0.57	
4.3.	Vice-President in charge of academic	7.00	0.91	6.89	1.45	7.27	1.33	6.20	0.95	2.75	0.05	3>4
4.4.	Dean of own faculty	7.04	1.02	7.13	1.60	7.21	1.55	6.12	1.27	3.32	0.02	3>4,2>4
4.5.	Associate Dean of own campus	6.92	1.10	6.73	1.64	6.69	1.49	6.30	1.06	0.88	0.45	
4.6.	Department Head of own department	7.11	1.05	6.33	1.31	6.63	1.38	6.15	1.15	3.12	0.03	1>4
4.7.	Faculty committee at the main campus	6.62	1.24	6.33	1.31	7.00	1.28	6.33	1.20	1.27	0.29	

Table 8.16 (continued)

Item No.	Organizational Arrangements	Grp1* N=30 MDS	Grp1* N=30 SD	Grp2* N=31 MDS	Grp2* N=31 SD	Grp3* N=23 MDS	Grp3* N=23 SD	Grp4* N=31 MDS	Grp4* N=31 SD	ANOVA F	ANOVA P	Scheffe' ($p \leq 0.10$)
4.8.	Faculty committee at own campus	6.77	1.27	6.30	1.43	6.71	1.77	6.30	1.08	0.74	0.53	
4.9.	Faculty development officers	6.75	0.94	6.17	1.24	7.00	1.36	5.85	1.09	3.90	0.01	3>4, 1>4
4.10.	Specialist consultants outside the university	7.33	1.11	6.84	1.49	7.60	1.45	6.83	1.34	1.60	0.20	
5.	Provisions given in own campus:											
5.1.	Temporary teaching load reductions	7.00	1.41	6.55	1.38	7.24	1.34	7.64	1.25	3.24	0.03	4>2
5.2.	Lighter than normal load for first year faculty	6.64	1.34	6.43	1.29	6.76	1.30	6.30	1.23	0.65	0.59	
5.3.	Sabbatical leaves	6.46	1.43	5.81	1.47	5.86	1.53	6.54	1.35	1.87	0.14	
5.4.	Salary credit for completed programs of faculty development	6.96	1.61	6.45	1.43	6.60	1.50	6.67	1.49	0.55	0.65	
5.5.	Funds for developing new course	7.25	1.62	6.93	1.33	7.55	1.23	7.68	1.44	1.50	0.22	
5.6.	Travel grants to refresh or update knowledge	7.37	1.24	7.07	1.21	7.52	1.33	7.96	1.04	2.64	0.05	4>2
5.7.	Travel funds to attend professional conferences	7.41	1.28	6.79	1.13	7.48	1.47	7.89	1.07	3.85	0.01	4>2
5.8.	Visiting scholars programs	7.04	1.26	7.00	1.19	7.67	1.32	7.64	1.03	2.47	0.07	

Faculty:

Grp1* = Faculty of Education
Grp2* = Faculty of Sciences
Grp3* = Faculty of Social Sciences
Grp4* = Faculty of Humanities

Table 6.17

Differences of Mean Scores of Faculty Development Aims
by Academic Rank

Item No.	Aim	Grp1* N=71 M	Grp1* N=71 SD	Grp2* N=46 M	Grp2* N=46 SD	Grp3* N=10 M	Grp3* N=10 SD	ANOVA F	ANOVA P	Scheffe' ($p \leq 0.10$)
1.	To understand the philosophy underlying this university.	3.83	0.93	3.49	1.16	4.00	0.94	1.96	0.14	
2.	To develop knowledge and skills in human relations.	4.15	0.69	4.11	0.82	4.30	0.82	0.27	0.76	
3.	To learn about this institution's problems related to implementation of instructional programs.	3.85	0.94	3.83	.0.97	4.00	0.82	0.14	0.87	
4.	To learn how to individualize instruction.	3.45	0.91	3.35	1.12	3.30	1.06	0.20	0.82	
5.	To acquire a knowledge of the history of this university.	2.39	0.99	2.11	1.15	2.60	1.17	1.38	0.26	
6.	To understand student behavior.	3.83	0.86	3.70	1.19	3.60	0.70	0.41	0.66	
7.	To improve skills in public speaking.	3.55	1.05	3.59	1.09	3.30	1.06	0.30	0.74	
8.	To understand the administration of educational organizations.	3.76	1.01	3.61	1.13	3.40	0.70	0.69	0.50	
9.	To learn the psychology of the adult student.	3.37	0.91	3.33	1.03	2.90	1.20	0.99	0.37	
10.	To learn to integrate content activities with other courses.	4.15	0.69	3.96	0.99	3.60	1.08	2.26	0.11	
11.	To improve skills in using audio-visual equipment and materials.	3.89	0.93	3.74	0.98	3.40	0.97	1.27	0.28	

Table 6.17 (continued)

Item		Grp1*		Grp2*		Grp3*		ANOVA		Scheffe'
		N=71		N=46		N=10				
No.	Aim	M	SD	M	SD	M	SD	F	P	(p≤0.10)
12.	To understand the motivation of the adult student.	3.79	0.94	3.74	0.91	3.50	1.35	0.40	0.67	
13.	To develop personal philosophy of education.	3.58	0.86	3.52	1.05	3.30	0.48	0.42	0.66	
14.	To increase knowledge of fields related to one's own teaching specialty.	4.56	0.65	4.72	0.54	4.00	0.82	5.40	0.01	2>3, 1>3
15.	To learn how to use self-evaluation techniques to improve teaching performance.	4.27	0.77	4.22	0.87	3.80	0.79	1.46	0.24	
16.	To develop an awareness of one's reponsibilty towards colleagues and professional associations.	4.00	0.97	4.24	0.86	4.20	0.63	1.06	0.35	
17.	To acquire knowledge and skills necessary for college teaching but were not acquired from preservice training..	3.77	1.11	3.51	1.08	3.10	1.10	2.04	0.13	
18.	To improve own performance to meet expectations of students, parents and public.	3.83	1.00	3.80	1.02	3.50	1.08	0.47	0.63	
19.	To develop communication practices which encourage good public relations.	3.77	0.88	3.89	0.93	3.80	0.79	0.23	0.80	
20.	To update knowledge in own area of specialization.	4.44	0.77	4.49	0.69	4.30	0.48	0.29	0.75	
21.	To develop good working relationships with colleagues.	3.83	1.00	3.80	0.92	3.60	1.08	0.25	0.78	
22.	To understand the role of guidance and counseling services in this campus.	3.42	1.09	3.24	1.03	3.20	1.14	0.48	0.62	
23.	To understand the role of the academic staff in this campus..	3.39	1.01	3.16	1.21	3.60	0.84	1.04	0.36	

Table 6.17 (continued)

Item No.	Aim	Grp1* N=71 M	Grp1* N=71 SD	Grp2* N=46 M	Grp2* N=46 SD	Grp3* N=10 M	Grp3* N=10 SD	ANOVA F	ANOVA P	Scheffe' (p≤0.10)
24.	To develop communication skills for instructing in student-opinion oriented programs.	3.62	0.95	3.48	1.07	3.50	0.97	0.30	0.74	
25.	To learn to instruct students with learning handicaps (e.g., low verbal ability).	3.31	0.97	3.49	1.16	3.30	0.82	0.44	0.64	
26.	To improve skills in using the lecture technique.	3.90	0.85	3.47	1.04	3.20	1.14	4.41	0.01	1>3, 1>2
27.	To understand the politics involved in education.	3.54	0.91	3.18	1.07	3.40	1.08	1.82	0.17	
28.	To learn how to conduct social science research.	3.70	1.10	3.56	1.24	3.30	0.95	0.66	0.52	
29.	To learn how to structure learning experience (e.g., simple to complex).	3.49	0.94	3.38	1.13	3.30	1.16	0.27	0.77	
30.	To develop strategies for evaluating instructional objectives.	3.74	0.82	3.62	1.03	3.20	1.14	1.52	0.22	
31.	To learn ways of reinforcing learning.	3.91	0.72	3.71	1.12	3.40	1.26	1.63	0.20	
32.	To improve skills in using field trips and field experience.	3.54	0.97	3.20	1.10	3.00	1.05	2.28	0.11	
33.	To learn about "youth culture".	3.20	1.02	2.98	1.10	3.10	1.10	0.60	0.55	
34.	To learn how to diagnose students' educational needs.	3.52	0.89	3.38	1.03	3.70	0.95	0.60	0.55	
35.	To learn how to construct instruments for evaluating students' progress.	3.74	0.79	3.62	0.91	3.10	1.20	2.41	0.09	1>3

Table 6.17 (continued)

Item No.	Aim	Grp1* N=71 M	Grp1* N=71 SD	Grp2* N=46 M	Grp2* N=46 SD	Grp3* N=10 M	Grp3* N=10 SD	ANOVA F	ANOVA P	Scheffe' ($p \leq 0.10$)
36.	To learn to write instructional objectives for programs, courses and topics.	3.65	1.04	3.31	1.18	3.00	1.33	2.23	0.11	
37.	To learn about political and socio-economic factors influencing this campus.	3.37	1.09	3.33	1.17	3.10	1.29	0.24	0.78	
38.	To learn how to use one's leisure time.	3.13	1.23	3.02	1.42	2.90	1.29	0.18	0.83	
39.	To learn how to prepare independent study materials.	3.52	1.00	3.58	1.12	3.20	1.23	0.52	0.60	
40.	To develop a commitment to the goals of the university.	3.33	1.09	3.62	1.19	3.40	0.97	0.95	0.39	
41.	To learn theories of teaching and learning of adult students.	3.38	0.98	3.36	1.03	3.10	1.37	0.33	0.72	
42.	To learn the uses of group dynamics.	3.63	0.94	3.40	1.11	3.10	1.37	1.48	0.23	
43.	To develop a sensitivity for students' emotional and social needs.	3.44	0.97	3.16	1.19	3.10	1.37	1.13	0.33	
44.	To learn about accepted policies regarding student admissions and attendance.	3.18	0.98	3.20	1.27	3.10	1.10	0.03	0.97	
45.	To understand theories of social organizations.	3.17	0.96	3.36	1.21	3.10	1.29	0.49	0.61	
46.	To learn how to disseminate one's own professional writing.	3.66	0.99	3.38	0.09	3.30	1.34	1.26	0.29	
47.	To learn and apply curriculum planning and development.	3.79	0.93	3.51	0.99	3.80	0.92	1.25	0.29	
48.	To conduct research related to the instructor's own course and teaching.	4.01	0.85	3.84	0.91	4.00	1.05	0.53	0.59	

Table 6.17 (continued)

Item No.	Aim	Grp1* N=71 M	SD	Grp2* N=48 M	SD	Grp3* N=10 M	SD	ANOVA F	P	Scheffe' (p≤0.10)
49.	To learn to write programmed course units.	3.27	1.07	3.38	1.24	2.80	1.23	1.01	0.37	
50.	To learn about the operation and function of the unversity's educational media (includes library).	3.37	0.94	3.29	1.16	3.10	1.20	0.33	0.72	
51.	To learn about the functions of administration in this campus.	3.24	0.96	3.11	1.15	3.50	0.85	0.64	0.53	
52.	To learn about community services and human resources available to this campus.	3.42	0.95	3.32	1.01	3.80	1.03	0.99	0.37	
53.	To acquire a knowledge of one's expected involvement in university extracurricular activities.	3.35	0.9[illegible]	3.40	1.03	3.80	1.03	0.87	0.42	
54.	To learn about grouping students for instruction.	3.30	0.93	3.29	1.12	3.30	1.42	0.00	1.00	
55.	To improve discussion techniques in teaching.	3.87	0.86	3.91	0.93	3.40	1.26	1.32	0.27	
56.	To learn about educational innovation in higher education.	3.87	0.98	4.02	1.97	3.90	1.20	0.32	0.73	
57.	To understand the implication of an "open door" policy in higher education.	3.55	0.98	3.56	1.05	3.90	0.88	1.35	0.26	
58.	To learn to use the computer in university teaching.	3.67	1.18	3.71	1.33	3.30	1.16	0.47	0.63	
59.	To learn to prepare materials for programmed, multi-media approaches to teaching.	3.65	1.01	3.73	1.14	3.10	1.20	1.43	0.24	
60.	To know the characteristics of this campus' student body.	2.92	1.01	2.82	1.13	3.30	1.16	0.82	0.44	

Table 6.17 (continued)

Item No.	Aim	Grp1* N=71 M	Grp1* N=71 SD	Grp2* N=46 M	Grp2* N=46 SD	Grp3* N=10 M	Grp3* N=10 SD	ANOVA F	ANOVA P	Scheffe' ($p \leq 0.10$)
61.	To acquire a knowledge of the career opportunities available to graduates of the university.	3.55	1.05	3.56	1.08	3.30	1.34	0.25	0.78	
62.	To learn how to develop interpersonal relationships among students and staff.	3.54	0.92	3.38	1.11	3.80	0.79	0.85	0.43	
63.	To develop skill in making learning relevant for students.	3.69	0.98	4.04	0.85	4.00	0.67	2.23	0.11	
64.	To develop strategies which will enable students to participate in designing their learning experiences.	3.63	0.95	3.84	0.85	3.40	1.35	1.19	0.31	
65.	To develop skills in using game and stimulation in teaching.	3.25	1.12	3.53	1.18	3.00	1.25	1.27	0.28	
66.	To learn to use audio-visual meadia in teaching and learning.	3.69	1.04	3.69	1.02	3.20	1.23	1.01	0.37	
67.	To learn to use techniques other than verbal in teaching.	3.94	0.84	4.11	0.96	3.00	1.16	3.24	0.04	2>3
	Total	**3.61**	**0.52**	**3.55**	**0.63**	**3.42**	**0.80**	**0.54**	**0.58**	

Academic Rank:

Grp1* = Lecturer
Grp2* = Assistant professor
Grp3* = Associate professor or professor

Table 6.18

Differences of Mean Demand Scores of Faculty Development Methods
by Academic Rank

Item No.	Method	Grp1* N=71 MDS	Grp1* N=71 SD	Grp2* N=46 MDS	Grp2* N=46 SD	Grp3* N=10 MDS	Grp3* N=10 SD	ANOVA F	ANOVA P	Scheffe' (p≤0.10)
1.	Workshops or presentations that explore various methods of instruction.	7.13	1.24	7.21	1.08	6.00	1.25	4.47	0.01	2>3, 1>3
2.	Workshops, seminars, or short courses on subject matter.	7.16	1.12	7.37	1.00	6.40	1.43	3.14	0.05	2>3
3.	Workshops or seminars dealing with curriculum development.	6.71	1.17	3.79	1.20	6.10	1.20	1.40	0.25	
4.	Workshops or seminars on student testing.	7.01	1.12	7.18	1.35	6.10	0.88	3.37	0.04	2>3, 1>3
5.	Workshops, seminars, or programs on institutional goals and types of students.	6.82	0.17	6.82	1.13	6.30	0.95	0.96	0.39	
6.	Workshops or programs on academic advising and counseling.	6.97	1.16	7.05	1.16	6.30	1.25	1.70	0.19	
7.	Workshops or seminars on research and scholarship skills.	7.46	1.18	7.28	1.10	7.00	1.49	0.79	0.45	
8.	Workshops, seminars, or programs to improve the management of departmental operations.	7.09	1.19	7.61	1.04	6.50	1.27	5.07	0.01	2>3, 2>1
9.	Workshops or presentations that explore general issues or trends in education.	7.03	1.12	7.36	0.94	6.50	1.18	3.09	0.05	2>3
10.	Workshops or programs on faculty affective development.	6.94	1.22	7.14	1.09	6.70	1.06	0.72	0.49	
11.	Systematic ratings of instruction by students.	7.09	1.20	7.26	1.45	6.80	1.40	0.55	0.58	
12.	Formal assessments by colleagues.	6.83	1.20	7.34	1.26	6.40	1.35	3.53	0.03	2>3

Table 6.18 (continued)

Item No.	Method	Grp1* N=71 MDS	Grp1* N=71 SD	Grp2* N=46 MDS	Grp2* N=46 SD	Grp3* N=10 MDS	Grp3* N=10 SD	ANOVA F	ANOVA P	Scheffe' ($p \leq 0.10$)
13.	Informal assessment by colleagues.	6.70	1.34	7.19	1.33	6.30	1.34	2.65	0.07	
14.	Systematic teaching or course evaluations by an administrator.	6.80	1.17	6.84	1.41	6.50	1.43	0.29	0.75	
15.	System for faculty to assess themselves.	6.99	1.27	7.72	1.14	6.50	1.08	6.75	0.00	2>3,2>1
16.	Classroom visitation by an instructional resource person.	6.82	1.29	7.00	1.29	6.10	1.45	1.93	0.15	
17.	Analysis of in-class video tapes.	6.88	1.18	7.35	1.34	6.40	1.71	2.94	0.06	
18.	Faculty with expertise consult with other faculty.	6.90	1.26	7.21	1.21	6.60	1.17	1.36	0.26	
19.	Senior teachers work closely with new teachers.	7.20	1.23	7.40	1.21	6.70	1.34	1.36	0.26	
20.	Professional and personal development plan.	7.19	1.02	7.46	1.22	6.60	1.08	2.68	0.07	2>3
21.	Specialists on campus to assist faculty in use of audiovisual aids.	6.93	1.10	7.07	0.96	6.10	1.10	3.45	0.03	2>3,1>3
22.	Assistance to faculty in use of instructional technology.	7.04	1.10	7.38	1.15	6.20	1.47	4.39	0.01	2>3
23.	Specialists to assist individual faculty in instructional or course development.	6.87	1.27	7.02	1.26	6.20	1.48	1.67	0.19	
24.	Specialists to help faculty develop teaching skills.	7.14	1.17	7.12	1.24	6.40	1.43	1.69	0.19	
25.	Simulated procedures.	6.93	1.11	7.23	1.25	6.20	1.23	3.29	0.04	2>3
26.	Special professional library.	7.32	1.25	7.28	1.24	6.30	1.57	2.85	0.06	1>3,2>3
27.	Visitations to other institutions.	7.38	1.16	7.58	1.10	6.30	1.34	5.01	0.01	2>3,1>3

Table 6.18 (continued)

Item No.	Method	Grp1* N=71 MDS	Grp1* N=71 SD	Grp2* N=46 MDS	Grp2* N=46 SD	Grp3* N=10 MDS	Grp3* N=10 SD	ANOVA F	ANOVA P	Scheffe' ($p \leq 0.10$)
28.	Faculty exchange programs with other institutions.	6.75	1.37	6.95	1.27	6.22	1.30	1.17	0.31	
29.	Faculty take courses offered by colleagues.	6.78	1.04	6.93	1.26	6.00	1.25	2.71	0.07	2>3
30.	Personal counseling provided individual faculty members.	6.91	1.09	6.85	1.41	6.30	1.16	1.11	0.33	
31.	Circulation of newsletters, articles, etc.	6.99	1.13	7.14	1.17	6.33	1.22	1.84	0.16	
	Total	**6.82**	**0.75**	**6.98**	**0.82**	**6.21**	**0.87**	**3.81**	**0.02**	**2>3, 1>3**

Academic Rank:

Grp1* = Lecturer
Grp2* = Assistant professor
Grp3* = Associate professor or professor

Table 6.19

Differences of Mean Demand Scores of Organizational Arrangements
by Academic Rank

Item No.	Organizational Arrangements	Grp1* N=71 MDS	Grp1* N=71 SD	Grp2* N=46 MDS	Grp2* N=46 SD	Grp3* N=10 MDS	Grp3* N=10 SD	ANOVA F	ANOVA P	Scheffe' (p≤0.10)
1.	Time for faculty development activities:									
1.1.	Begining of university term	6.36	1.46	6.39	1.30	6.13	1.13	0.12	0.88	
1.2.	During university term	6.32	1.18	6.39	1.22	6.00	1.07	0.36	0.70	
1.3.	During the intersession periods	6.55	1.37	6.89	1.14	6.75	0.89	0.89	0.41	
1.4.	Summer session	6.51	1.21	6.76	1.41	6.25	1.04	0.79	0.45	
2.	Location for faculty development activities:									
2.1.	Campus #1	6.10	1.65	6.16	1.24	6.22	0.97	0.03	0.97	
2.2.	Campus #2	6.40	1.25	6.22	1.41	5.75	0.50	0.57	0.57	
2.3.	Campus #3	6.29	1.20	6.16	1.14	5.75	0.50	0.45	0.64	
2.4.	Campus #4	6.31	1.22	6.00	1.18	5.75	0.96	0.82	0.44	
2.5.	A campus outside Bangkok	6.45	1.21	6.53	1.31	6.50	1.00	0.02	0.98	
2.6.	Neighboring university	6.96	1.43	6.89	1.45	5.50	0.58	1.94	0.16	
2.7.	Community facilities	6.23	1.22	6.81	1.64	5.33	0.58	1.88	0.16	
3.	Person(s) assuming active responsibility for faculty development programs:									
3.1.	President	6.82	1.16	7.13	1.18	6.44	1.01	1.60	0.21	
3.2.	Vice-President of own campus	6.68	1.25	6.80	1.49	6.78	1.39	0.09	0.92	

Table 6.19 (continued)

Item No.	Organizational Arrangements	Grp1* N=71 MDS	Grp1* N=71 SD	Grp2* N=46 MDS	Grp2* N=46 SD	Grp3* N=10 MDS	Grp3* N=10 SD	ANOVA F	ANOVA P	Scheffe' ($p \leq 0.10$)
3.3.	Vice-President in charge of academic	6.85	1.39	7.03	1.30	7.38	1.51	0.53	0.59	
3.4.	Dean of own faculty	6.76	1.46	7.13	1.62	7.00	1.32	0.71	0.49	
3.5.	Associate Dean in own campus	6.64	1.32	6.93	1.51	7.67	1.03	1.69	0.19	
3.6.	Department Head of own department	6.50	1.27	6.87	1.52	6.63	0.92	0.90	0.41	
3.7.	Faculty committee at of academic	6.69	1.24	7.00	1.24	6.13	1.13	1.91	0.15	
3.8.	Faculty committee at own campus	6.40	1.13	6.93	1.31	6.00	1.15	2.68	0.07	
3.9.	Faculty development officers	6.37	1.38	6.94	1.41	6.38	1.69	1.60	0.21	
4.	Person(s) providing expertise for faculty development activities:									
4.1.	President	6.51	1.42	6.66	1.28	6.00	1.00	0.90	0.41	
4.2.	Vice-President of own campus	6.22	1.09	6.61	1.30	6.11	1.27	1.27	0.29	
4.3.	Vice-President in charge of academic	6.61	1.18	6.90	1.24	6.25	1.49	1.03	0.36	
4.4.	Dean of own faculty	6.56	1.37	7.24	1.30	6.50	1.60	2.96	0.06	2>1
4.5.	Associate Dean of own campus	6.35	1.24	7.06	1.26	6.38	1.51	3.25	0.04	2>1
4.6.	Department Head of own department	6.43	1.23	6.79	1.30	6.13	1.25	1.45	0.24	
4.7.	Faculty committee at of academic	6.58	1.33	6.64	1.22	5.75	0.89	1.70	0.19	

Table 6.19 (continued)

Item No.	Organizational Arrangements	Grp1* N=71 MDS	SD	Grp2* N=46 MDS	SD	Grp3* N=10 MDS	SD	ANOVA F	P	Scheffe' ($p \leq 0.10$)
4.8.	Faculty committee at own campus	6.48	1.37	6.86	1.38	5.67	0.87	2.82	0.06	2>3
4.9.	Faculty development officers	6.19	1.10	6.76	1.30	3.38	1.19	2.15	0.12	
4.10.	Specialist consultants outside the university	7.02	1.37	7.40	1.33	6.13	1.25	3.06	0.05	2>3
5.	Provisions given in own campus:									
5.1.	Temporary teaching load reductions	6.79	1.33	7.66	1.35	6.00	1.00	8.50	0.00	2>3,2>1
5.2.	Lighter than normal load for first year faculty	6.45	1.24	6.78	1.39	5.78	0.97	2.48	0.09	
5.3.	Sabbatical leaves	6.30	1.51	5.93	1.37	5.33	0.71	2.30	0.10	
5.4.	Salary credit for completed programs of faculty development	6.77	1.51	6.83	1.54	6.67	1.12	2.38	0.10	
5.5.	Funds for developing new course	7.45	1.42	7.33	1.48	6.22	1.20	2.93	0.06	1>3
5.6.	Travel grants to refresh or update knowledge	7.55	1.13	7.39	1.32	6.25	1.28	4.12	0.02	1>3,2>3
5.7.	Travel funds to attend professional conferences	7.45	1.24	7.39	1.30	6.25	1.28	3.26	0.04	1>3,2>3
5.8.	Visiting scholars programs	7.32	1.23	7.39	1.14	6.22	1.30	3.66	0.03	2>3,1>3

Academic Rank:

Grp1* = Lecturer
Gr2p* = Assistant professor
Gr3p* = Associate professor or professor

Table 6.20

Differences of Mean Scores of Faculty Development Aims
by Qualification

Item No.	**Aim**	**Grp1* N=13 M**	**Grp1* N=13 SD**	**Grp2* N=106 M**	**Grp2* N=106 SD**	**Grp3* N=8 M**	**Grp3* N=8 SD**	**ANOVA F**	**ANOVA P**	**Scheffe' ($p \leq 0.10$)**
1.	To understand the philosophy underlying this university.	4.31	1.03	3.69	1.00	3.50	1.20	2.39	0.10	
2.	To develop knowledge and skills in human relations.	4.31	0.75	4.12	0.75	4.38	0.74	0.71	0.49	
3.	To learn about this institution's problems related to implementation of instructional programs.	4.23	0.83	3.85	0.94	3.50	0.93	1.63	0.20	
4.	To learn how to individualize instruction.	3.77	0.93	3.40	0.97	3.00	1.31	1.55	0.22	
5.	To acquire a knowledge of the history of this university.	2.54	1.56	2.33	0.96	2.00	1.60	0.62	0.54	
6.	To understand student behavior.	4.15	0.80	3.78	0.96	3.13	1.36	2.79	0.07	1>3
7.	To improve skills in public speaking.	3.23	1.01	3.64	1.01	3.00	1.31	2.19	0.12	
8.	To understand the administration of educational organizations.	3.92	0.86	3.74	1.00	2.88	1.36	3.06	0.05	1>3,2>3
9.	To learn the psychology of the adult student.	3.54	0.97	3.34	0.97	3.00	1.20	0.74	0.48	
10.	To learn to integrate content activities with other courses.	4.23	0.60	4.04	0.84	3.75	1.28	0.79	0.45	
11.	To improve skills in using audio-visual equipment and materials.	4.15	0.90	3.80	0.95	3.25	1.04	2.24	0.11	
12.	To understand the motivation of the adult student.	3.77	1.01	3.78	0.95	3.50	1.20	0.32	0.73	

Table 6.20 (continued)

Item No.	Aim	Grp1* N=13 M	SD	Grp2* N=106 M	SD	Grp3* N=8 M	SD	ANOVA F	P	Scheffe′ (p≤0.10)
13.	To develop personal philosophy of education.	3.54	0.78	3.55	0.92	3.38	1.06	0.13	0.88	
14.	To increase knowledge of fields related to one's own teaching specialty.	4.62	0.51	4.59	0.66	4.38	0.74	0.44	0.64	
15.	To learn how to use self-evaluation techniques to improve teaching performance.	4.38	0.65	4.22	0.79	3.88	1.25	0.98	0.38	
16.	To develop an awareness of one's reponsibilty towards colleagues and professional associations.	4.23	0.73	4.09	0.94	4.38	0.74	0.48	0.62	
17.	To acquire knowledge and skills necessary for college teaching but were not acquired from preservice training.	3.77	1.01	3.70	1.08	2.63	1.41	3.69	0.03	1>3,2>3
18.	To improve own performance to meet expectations of students, parents and public.	4.08	0.95	3.81	1.00	3.38	1.30	1.19	0.31	
19.	To develop communication practices which encourage good public relations.	4.00	0.82	3.83	0.88	3.50	1.20	0.77	0.46	
20.	To update knowledge in own area of specialization.	4.62	0.51	4.47	0.71	4.00	1.07	1.95	0.15	
21.	To develop good working relationships with colleagues.	3.92	1.04	3.81	0.94	3.50	1.31	0.49	0.62	
22.	To understand the role of guidance and counseling services in this campus.	3.46	0.88	3.38	1.02	3.00	1.60	0.55	0.58	
23.	To understand the role of the academic staff in this campus.	3.77	1.01	3.33	1.05	2.75	1.39	2.26	0.11	

Table 6.20 (continued)

Item No.	Aim	Grp1* N=13 M	SD	Grp2* N=106 M	SD	Grp3* N=8 M	SD	ANOVA F	P	Scheffe' (p≤0.10)
24.	To develop communication skills for instructing in student-opinion oriented programs.	3.92	0.64	3.59	0.96	2.75	1.49	3.71	0.03	1>3,2>3
25.	To learn to instruct students with learning handicaps (e.g., low verbal ability).	3.38	1.19	3.43	1.00	2.88	1.25	1.06	0.35	
26.	To improve skills in using the lecture technique.	3.62	0.96	3.72	0.96	3.38	1.19	0.52	0.59	
27.	To understand the politics involved in education.	3.31	0.85	3.48	0.95	2.63	1.41	2.91	0.06	2>3
28.	To learn how to conduct social science research.	3.85	0.55	3.67	1.15	2.63	1.30	3.55	0.03	1>3,2>3
29.	To learn how to structure learning experience (e.g., simple to complex).	3.77	0.73	3.44	1.03	3.00	1.31	1.42	0.25	
30.	To develop strategies for evaluating instructional objectives.	3.85	0.69	3.67	0.92	3.25	1.28	1.05	0.35	
31.	To learn ways of reinforcing learning.	3.85	0.80	3.79	0.94	3.88	1.25	0.05	0.95	
32.	To improve skills in using field trips and field experience.	3.54	0.88	3.39	1.05	3.00	1.07	0.70	0.50	
33.	To learn about "youth culture".	3.23	0.83	3.14	1.05	2.75	1.17	0.60	0.55	
34.	To learn how to diagnose students' educational needs.	3.77	1.01	3.52	0.87	2.75	1.58	3.13	0.05	1>3,2>3
35.	To learn how to construct instruments for evaluating students' progress.	3.85	0.69	3.66	0.88	3.38	1.06	0.72	0.49	

Table 6.20 (continued)

Item No.	Aim	Grp1* N=13 M	Grp1* N=13 SD	Grp2* N=106 M	Grp2* N=106 SD	Grp3* N=8 M	Grp3* N=8 SD	ANOVA F	ANOVA P	Scheffe' (p≤0.10)
36.	To learn to write instructional objectives for programs, courses and topics.	3.77	0.73	3.49	1.12	3.13	1.46	0.85	0.43	
37.	To learn about political and socio-economic factors influencing this campus.	3.46	0.52	3.36	1.14	2.75	1.49	1.20	0.31	
38.	To learn how to use one's leisure time.	3.62	0.96	3.04	1.29	3.00	1.60	1.19	0.31	
39.	To learn how to prepare independent study materials.	3.85	0.80	3.55	1.03	2.75	1.39	2.92	0.06	1>3
40.	To develop a commitment to the goals of the university.	3.85	0.90	3.42	1.08	3.25	1.58	1.01	0.37	
41.	To learn theories of teaching and learning of adult students.	3.54	0.78	3.38	0.99	2.88	1.36	1.17	0.31	
42.	To learn the uses of group dynamics.	3.69	0.85	3.55	1.00	2.88	1.36	1.85	0.16	
43.	To develop a sensitivity for students' emotional and social needs.	4.00	0.71	3.28	1.08	2.88	1.25	3.48	0.03	1>3, 1>2
44.	To learn about accepted policies regarding student admissions and attendance.	3.69	0.85	3.14	1.10	2.88	1.25	1.83	0.16	
45.	To understand theories of social organizations.	3.69	0.85	3.23	1.05	2.75	1.28	2.09	0.13	
46.	To learn how to disseminate one's own professional writing.	3.54	0.78	3.58	1.07	3.00	1.20	1.13	0.33	
47.	To learn and apply curriculum planning and development.	3.92	0.64	3.70	0.96	3.38	1.19	0.83	0.44	
48.	To conduct research related to the instructor's own course and teaching.	3.85	0.55	3.97	0.93	3.88	0.83	0.15	0.87	

Table 6.20 (continued)

Item No.	Aim	Grp1* N=13 M	SD	Grp2* N=106 M	SD	Grp3* N=8 M	SD	ANOVA F	P	Scheffe′ (p≤0.10)
49.	To learn to write programmed course units.	3.62	0.65	3.27	1.16	3.00	1.51	0.80	0.45	
50.	To learn about the operation and function of the unversity's educational media (includes library).	3.62	0.77	3.34	1.02	2.88	1.25	1.32	0.27	
51.	To learn about the functions of administration in this campus.	3.77	0.93	3.22	0.99	2.63	1.41	3.27	0.04	1>3
52.	To learn about community services and human resources available to this campus.	3.69	0.63	3.46	0.93	2.75	1.39	2.64	0.08	1>3
53.	To acquire a knowledge of one's expected involvement in university extracurricular activities.	3.69	0.85	3.43	0.98	3.00	1.51	1.17	0.31	
54.	To learn about grouping students for instruction.	3.54	0.97	3.30	1.03	2.88	1.25	1.02	0.37	
55.	To improve discussion techniques in teaching.	3.62	0.77	3.93	0.88	3.25	1.39	2.63	0.08	
56.	To learn about educational innovation in higher education.	3.85	0.69	4.02	0.92	3.25	1.39	2.60	0.08	2>3
57.	To understand the implication of an "open door" policy in higher education.	3.54	0.78	3.58	0.97	2.63	1.41	3.52	0.03	2>3
58.	To learn to use the computer in university teaching.	3.54	0.97	3.72	1.23	2.71	1.38	2.33	0.10	
59.	To learn to prepare materials for programmed, multi-media approaches to teaching.	3.62	0.87	3.70	1.06	3.13	1.25	1.10	0.34	
60.	To know the characteristics of this campus' student body.	3.38	0.87	2.92	1.03	2.38	1.51	2.36	0.10	

Table 6.20 (continued)

Item No.	Aim	Grp1* N=13 M	Grp1* N=13 SD	Grp2* N=106 M	Grp2* N=106 SD	Grp3* N=8 M	Grp3* N=8 SD	ANOVA F	ANOVA P	Scheffe′ (p≤0.10)
61.	To acquire a knowledge of the career opportunities available to graduates of the university.	3.62	0.77	3.56	1.10	3.00	1.20	1.05	0.35	
62.	To learn how to develop interpersonal relationships among students and staff.	3.54	1.05	3.54	0.95	3.13	1.46	0.66	0.52	
63.	To develop skill in making learning relevant for students.	4.00	0.58	3.86	0.90	3.75	1.17	0.22	0.80	
64.	To develop strategies which will enable students to participate in designing their learning experiences.	3.85	0.69	3.70	0.94	3.63	1.06	0.18	0.84	
65.	To develop skills in using game and stimulation in teaching.	3.69	0.75	3.34	1.17	2.88	1.13	1.30	0.28	
66.	To learn to use audio-visual meadia in teaching and learning.	3.85	0.69	3.70	1.07	3.00	0.93	1.92	0.15	
67.	To learn to use techniques other than verbal in teaching.	4.08	0.86	4.00	0.89	3.38	1.41	1.81	0.17	
	Total	**3.78**	**0.45**	**3,60**	**0.55**	**3.14**	**0.94**	**3.22**	**0.04**	**1>3,2>3**

Qualification:

Grp1* = Bachelo'sr degree
Grp2* = Master's degree
Grp3* = Doctoral degree

Table 6.21

Differences of Mean Demand Scores of Faculty Development Methods
by Qualification

I† No.	Method	Grp1* N=13		Grp2* N=108		Grp3* N=8		ANOVA		Scheffe' (p≤0.10)
		MDS	SD	MDS	SD	MDS	SD	F	P	
1.	Workshops or presentations that explore various methods of instruction.	6.85	1.07	7.15	1.21	6.50	1.51	1.30	0.28	
2.	Workshops, seminars, or short courses on subject matter.	7.31	0.75	7.21	1.13	6.75	1.58	0.69	0.50	
3.	Workshops or seminars dealing with curriculum development.	6.69	1.03	6.72	1.20	6.25	1.28	0.59	0.56	
4.	Workshops or seminars on student testing.	7.23	1.24	7.03	1.21	6.50	1.20	0.93	0.40	
5.	Workshops, seminars, or programs on institutional goals and types of students.	7.15	0.99	6.79	1.16	6.13	0.83	2.06	0.13	
6.	Workshops or programs on academic advising and counseling.	7.54	1.45	6.92	1.13	6.50	1.31	2.25	0.11	
7.	Workshops or seminars on research and scholarship skills.	7.58	1.38	7.39	1.13	6.63	1.30	1.86	0.16	
8.	Workshops, seminars, or programs to improve the management of departmental operations.	7.08	1.26	7.33	1.11	6.25	1.58	3.38	0.04	2>3
9.	Workshops or presentations that explore general issues or trends in education.	7.46	1.13	7.08	1.05	7.00	1.41	0.77	0.47	
10.	Workshops or programs on faculty affective development.	7.31	1.25	7.00	1.11	6.50	1.51	1.21	0.30	
11.	Systematic ratings of instruction by students.	7.23	1.36	7.12	1.29	7.13	1.46	0.04	0.96	
12.	Formal assessments by colleagues.	7.38	1.19	6.96	1.26	6.63	1.30	1.01	0.37	

Table 6.21 (continued)

Item No.	Method	Grp1* N=13		Grp2* N=106		Grp3* N=8		ANOVA		Scheffe'
		MDS	SD	MDS	SD	MDS	SD	F	P	($p \leq 0.10$)
13.	Informal assessment by colleagues.	7.23	1.36	6.83	1.34	6.25	1.49	1.31	0.27	
14.	Systematic teaching or course evaluations by an administrator.	7.54	1.13	6.75	1.27	6.25	1.17	3.13	0.05	1>3
15.	System for faculty to assess themselves.	7.46	1.13	7.18	1.29	7.13	1.25	0.31	0.74	
16.	Classroom visitation by an instructional resource person.	7.38	1.19	6.79	1.31	6.50	1.41	1.46	0.24	
17.	Analysis of in-class video tapes.	7.38	1.26	6.97	1.30	6.88	1.46	0.62	0.54	
18.	Faculty with expertise consult with other faculty.	7.15	0.99	6.95	1.27	7.13	1.25	0.21	0.81	
19.	Senior teachers work closely with new teachers.	7.38	0.77	7.23	1.27	7.00	1.41	0.24	0.79	
20.	Professional and personal development plan.	7.38	0.96	7.22	1.11	7.25	1.39	0.13	0.88	
21.	Specialists on campus to assist faculty in use of audiovisual aids.	7.31	1.03	6.87	1.07	6.75	1.17	1.05	0.35	
22.	Assistance to faculty in use of instructional technology.	7.31	1.11	7.11	1.17	6.50	1.31	1.24	0.29	
23.	Specialists to assist individual faculty in instructional or course development.	7.54	0.88	6.79	1.31	6.75	1.39	2.00	0.14	
24.	Specialists to help faculty develop teaching skills.	7.31	1.25	7.04	1.22	7.13	1.25	0.29	0.75	
25.	Simulated procedures.	7.54	0.97	6.93	1.19	6.63	1.30	1.91	0.15	
26.	Special professional library.	7.69	1.11	7.19	1.28	6.88	1.64	1.20	0.31	

Table 6.21 (continued)

Item No.	**Method**	**Grp1* N=13 MDS**	**SD**	**Grp2* N=106 MDS**	**SD**	**Grp3* N=8 MDS**	**SD**	**ANOVA F**	**P**	**Scheffe' ($p \leq 0.10$)**
27.	Visitations to other institutions.	7.62	1.04	7.40	1.16	6.38	1.41	3.23	0.04	1>3,2>3
28.	Faculty exchange programs with other institutions.	7.62	1.12	6.66	1.34	7.13	1.13	3.34	0.04	1>2
29.	Faculty take courses offered by colleagues.	7.69	1.03	7.69	1.12	6.25	1.04	5.64	0.00	1>3,1>2
30.	Personal counseling provided individual faculty members.	7.23	1.17	6.79	1.19	6.88	1.55	0.77	0.46	
31.	Circulation of newsletters, articles, etc.	7.54	1.20	6.96	1.15	6.50	0.93	2.28	0.11	
	Total	**7.17**	**0.75**	**6.81**	**0.79**	**6.57**	**0.96**	**1.67**	**1.19**	

Qualification:

Grp1* = Bachelor's degree
Grp2* = Master's degree
Grp3* = Doctoral degree

Table 6.22

Differences of Mean Demand Scores of Organizational Arrangements
by Qualification

Item No.	Organizational Arrangements	Grp1* N=13 MDS	Grp1* N=13 SD	Grp2* N=106 MDS	Grp2* N=106 SD	Grp3* N=8 MDS	Grp3* N=8 SD	ANOVA F	ANOVA P	Scheffe' (p≤0.10)
1.	Time for faculty development activities:									
1.1.	Begining of university term	6,15	1.14	6.38	1.41	6.43	1.40	0.17	0.85	
1.2.	During university term	6.00	1.13	6.36	1.17	6.43	1.40	0.53	0.59	
1.3.	During the intersession periods	6.92	1.24	6.66	1.29	6.71	0.76	0.22	0.81	
1.4.	Summer session	6.67	1.30	6.58	1.29	6.71	1.25	0.06	0.94	
2.	Location for faculty development activities:									
2.1.	Campus #1	6.40	1.17	6.06	1.52	6.38	1.19	0.38	0.68	
2.2.	Campus #2	6.29	1.38	6.38	1.30	5.75	0.50	0.45	0.64	
2.3.	Campus #3	6.25	1.17	6.27	1.17	5.50	0.58	0.85	0.43	
2.4.	Campus #4	6.00	1.00	6.23	1.23	5.75	0.96	0.39	0.68	
2.5.	A campus outside Bangkok	7.33	1.15	6.44	1.24	6.33	0.58	0.79	0.46	
2.6.	Neighboring university	9.00	0.00	6.71	1.42	6.75	0.96	0.79	0.08	1>2
2.7.	Community facilities	6.00	1.41	6.51	1.37	5.00	0.82	2.40	0.10	
3.	Person(s) assuming active responsibility for faculty development programs:									
3.1.	President	7.00	1.15	6.89	1.18	6.86	1.07	0.04	0.96	
3.2.	Vice-President of own campus	6.86	0.69	6.73	1.40	6.63	1.30	0.05	0.95	

Table 6.22 (continued)

Item No.	Organizational Arrangements	Grp1* N=13 MDS	Grp1* N=13 SD	Grp2* N=106 MDS	Grp2* N=106 SD	Grp3* N=8 MDS	Grp3* N=8 SD	ANOVA F	ANOVA P	Scheffe' (p≤0.10)
3.3.	Vice-President in charge of academic	6.80	1.30	6.97	1.38	7.14	1.35	0.09	0.91	
3.4.	Dean of own faculty	7.57	0.79	6.87	1.56	6.88	1.36	0.71	0.50	
3.5.	Associate Dean in own campus	7.14	0.69	6.75	1.44	7.00	1.31	0.34	0.72	
3.6.	Department Head of own department	7.13	1.25	6.60	1.38	6.63	1.06	0.55	0.58	
3.7.	Faculty committee at the main campus	7.13	1.25	6.73	1.23	6.75	1.49	0.37	0.69	
3.8.	Faculty committee at own campus	6.86	1.35	6.54	1.20	6.38	1.41	0.30	0.74	
3.9.	Faculty development officers	7.50	1.05	6.50	1.43	6.50	1.60	1.38	0.26	
4.	Person(s) providing expertise for faculty development activities:									
4.1.	President	7.20	1.40	6.49	1.32	6.13	1.36	1.69	0.19	
4.2.	Vice-President of own campus	7.38	0.92	6.28	1.18	6.00	1.07	3.69	0.03	1>3, 1>2
4.3.	Vice-President in charge of academic	6.67	1.37	6.68	1.23	6.75	1.39	0.01	0.99	
4.4.	Dean of own faculty	7.63	0.92	6.75	1.43	6.63	1.19	1.53	0.22	
4.5.	Associate Dean of own campus	7.25	1.04	6.53	1.32	6.50	1.31	1.13	0.33	
4.6.	Department Head of own department	7.33	1.22	6.47	1.24	6.50	1.41	1.97	0.15	
4.7.	Faculty committee at the main campus	7.00	1.41	6.49	1.25	6.50	1.41	0.58	0.56	

Table 6.22 (continued)

Item No.	Organizational Arrangements	Grp1* N=13 MDS	SD	Grp2* N=106 MDS	SD	Grp3* N=8 MDS	SD	ANOVA F	P	Scheffe' (p≤0.10)
4.8.	Faculty committee at own campus	7.29	1.25	6.45	1.36	6.50	1.41	1.21	0.30	
4.9.	Faculty development officers	7.60	0.55	6.36	1.23	6.00	0.53	3.18	0.05	1>3, 1>2
4.10.	Specialist consultants outside the university	7.71	0.76	7.06	1.38	6.75	1.67	0.98	0.38	
5.	Provisions encouraging participation									
5.1.	Temporary teaching load reductions	7.30	1.25	7.05	1.42	6.50	1.41	0.77	0.47	
5.2.	Lighter than normal load for first year faculty	7.11	1.27	6.47	1.29	6.38	1.41	1.07	0.35	
5.3.	Sabbatical leaves	5.91	1.22	6.15	1.48	5.50	0.93	0.87	0.42	
5.4.	Salary credit for completed programs of faculty development	8.00	1.00	6.57	1.49	6.63	1.60	4.74	0.01	1>2
5.5.	Funds for developing new course	8.27	0.90	7.29	1.44	6.38	1.41	4.39	0.01	1>3, 1>2
5.6.	Travel grants to refresh or update knowledge	7.64	1.29	7.44	1.21	6.43	1.40	2.46	0.09	
5.7.	Travel funds to attend professional conferences	7.70	1.34	7.38	1.28	6.43	1.13	2.22	0.11	
5.8.	Visiting scholars programs	7.45	1.13	7.29	1.20	6.63	1.60	1.24	0.29	

Qualification:

Grp1* = Bachelor's degree
Grp2* = Master's degree
Grp3* = Doctoral degree

Table 6.23

Differences of Mean Scores of Faculty Development Aims
by Years of Experience at the University

Item No.	Aim	Grp1* N=24		Grp2* N=50		Grp3* N=31		Grp4* N=23		ANOVA		Scheffe' ($p \leq 0.10$)
		M	SD	M	SD	M	SD	M	SD	F	P	
1.	To understand the philosophy underlying this university.	3.83	0.87	3.64	1.03	3.65	1.14	3.95	1.05	0.62	0.60	
2.	To develop knowledge and skills in human relations.	4.17	0.64	4.04	0.73	4.29	0.74	4.22	0.90	0.79	0.50	
3.	To learn about this institution's problems related to implementation of instructional programs.	4.17	0.76	3.64	0.90	3.94	1.06	3.91	0.95	1.91	0.13	
4.	To learn how to individualize instruction.	3.75	0.94	3.26	0.92	3.23	1.09	3.61	0.99	2.03	0.11	
5.	To acquire a knowledge of the history of this university.	2.54	1.06	2.10	0.93	2.17	0.95	2.78	1.38	2.77	0.04	4>2
6.	To understand student behavior.	4.08	0.83	3.64	0.98	3.74	1.00	3.78	1.09	1.12	0.34	
7.	To improve skills in public speaking.	3.79	1.06	3.52	1.03	3.19	1.05	3.78	1.04	2.02	0.11	
8.	To understand the administration of educational organizations.	3.71	1.08	3.74	1.17	3.58	0.89	3.70	0.88	0.15	0.93	
9.	To learn the psychology of the adult student.	3.33	0.92	3.40	1.09	3.10	0.79	3.48	1.08	0.83	0.48	
10.	To learn to integrate content activities with other courses.	4.50	0.59	4.00	0.81	3.71	0.90	4.09	0.90	4.32	0.01	1>3
11.	To improve skills in using audio-visual equipment and materials.	4.13	0.85	3.84	1.00	3.61	0.99	3.65	0.88	1.55	0.20	
12.	To understand the motivation of the adult student.	3.67	0.96	3.78	1.00	3.65	0.95	3.96	0.93	0.54	0.65	

Table 6.23 (continued)

Item No.	Aim	Grp1* N=24		Grp2* N=50		Grp3* N=31		Grp4* N=23		ANOVA		Scheffe' ($p \leq 0.10$)
		M	SD	M	SD	M	SD	M	SD	F	P	
13.	To develop personal philosophy of education.	3.75	0.99	3.46	0.99	3.35	0.80	3.70	0.70	1.22	0.30	
14.	To increase knowledge of fields related to one's own teaching specialty.	4.75	0.53	4.64	0.56	4.42	0.81	4.48	0.67	1.54	0.21	
15.	To learn how to use self-evaluation techniques to improve teaching performance.	4.38	0.77	4.20	0.78	4.16	0.93	4.13	0.76	0.44	0.72	
16.	To develop an awareness of one's reponsibilty towards colleagues and professional associations.	4.17	0.87	4.08	0.90	3.97	1.07	4.30	0.76	0.64	0.59	
17.	To acquire knowledge and skills necessary for college teaching but were not acquired from preservice training.	4.08	1.14	3.78	0.98	3.06	1.18	3.65	0.98	4.67	0.00	1>3,2>3
18.	To improve own performance to meet expectations of students, parents and public.	4.13	0.99	3.90	1.02	3.45	1.09	3.74	0.81	2.29	0.08	
19.	To develop communication practices which encourage good public relations.	4.08	0.88	3.82	0.99	3.55	0.77	3.96	0.77	1.87	0.14	
20.	To update knowledge in own area of specialization.	4.46	0.83	4.61	0.61	4.26	0.82	4.35	0.65	1.75	0.16	
21.	To develop good working relationships with colleagues.	4.17	0.96	3.80	0.96	3.52	1.06	3.83	0.78	2.10	0.10	
22.	To understand the role of guidance and counseling services in this campus.	3.79	1.32	3.24	1.03	3.32	0.98	3.13	0.87	1.91	0.13	
23.	To understand the role of the academic staff in this campus.	3.54	0.98	3.27	1.10	3.39	1.09	3.22	1.17	0.47	0.70	

Table 6.23 (continued)

Item No.	Aim	Grp1* N=24 M	SD	Grp2* N=50 M	SD	Grp3* N=31 M	SD	Grp4* N=23 M	SD	ANOVA F	P	Scheffe' ($p \leq 0.10$)
24.	To develop communication skills for instructing in student-opinion oriented programs.	3.75	1.07	3.59	1.08	3.39	0.84	3.59	0.91	0.62	0.60.	
25.	To learn to instruct students with learning handicaps (e.g., low verbal ability).	3.63	1.01	3.33	1.14	3.26	0.77	3.43	1.12	0.65	0.58	
26.	To improve skills in using the lecture technique.	4.25	0.90	3.65	0.93	3.48	1.03	3.48	0.85	3.81	0.01	1>4, 1>3, 1>2
27.	To understand the politics involved in education.	3.67	0.96	3.41	0.93	3.23	1.09	3.35	0.98	0.93	0.43	
28.	To learn how to conduct social science research.	4.00	1.02	3.63	1.22	3.48	1.03	3.39	1.16	1.38	0.25	
29.	To learn how to structure learning experience (e.g., simple to complex).	3.67	0.92	3.45	1.06	3.29	1.13	3.39	0.89	0.63	0.60	
30.	To develop strategies for evaluating instructional objectives.	3.83	0.87	3.72	0.93	3.52	0.96	3.52	0.95	0.77	0.51	
31.	To learn ways of reinforcing learning.	4.08	0.78	3.81	0.98	3.67	0.84	3.65	1.07	1.14	0.34	
32.	To improve skills in using field trips and field experience.	3.67	1.13	3.43	1.00	3.17	0.99	3.22	1.04	1.27	0.29	
33.	To learn about "youth culture".	3.08	1.18	3.14	1.08	3.03	0.98	3.17	0.98	0.10	0.96	
34.	To learn how to diagnose students' educational needs.	3.83	0.76	3.43	1.04	3.39	0.84	3.43	1.04	1.27	0.29	
35.	To learn how to construct instruments for evaluating students' progress.	3.88	0.95	3.67	0.80	3.47	0.94	3.61	0.89	0.99	0.40	

Table 6.23 (continued)

Item No.	Aim	Grp1* N=24		Grp2* N=50		Grp3* N=31		Grp4* N=23		ANOVA		Scheffe' (p≤0.10)
		M	SD	M	SD	M	SD	M	SD	F	P	
36.	To learn to write instructional objectives for programs, courses and topics.	3.50	1.25	3.55	1.10	3.48	1.12	3.26	1.10	0.35	0.79	
37.	To learn about political and socio-economic factors influencing this campus.	3.71	0.95	3.29	1.15	3.13	1.20	3.35	1.07	1.28	0.29	
38.	To learn how to use one's leisure time.	3.04	1.27	3.16	1.20	2.87	1.52	3.22	1.24	0.42	0.74	
39.	To learn how to prepare independent study materials.	3.25	1.11	3.63	0.99	3.58	1.20	3.48	0.90	0.76	0.52	
40.	To develop a commitment to the goals of the university.	3.50	1.22	3.43	1.10	3.37	1.13	3.48	1.08	0.08	0.97	
41.	To learn theories of teaching and learning of adult students.	3.54	1.14	3.20	1.02	3.32	1.05	3.48	0.85	0.74	0.53	
42.	To learn the uses of group dynamics.	3.58	1.02	3.60	1.05	3.29	1.19	3.48	0.85	0.63	0.60	
43.	To develop a sensitivity for students' emotional and social needs.	3.42	0.88	3.39	1.08	3.06	1.26	3.39	1.03	0.73	0.53	
44.	To learn about accepted policies regarding student admissions and attendance.	3.08	0.93	3.20	1.06	3.19	1.20	3.22	1.20	0.08	0.97	
45.	To understand theories of social organizations.	3.42	1.06	3.16	1.07	3.06	1.03	3.39	1.16	0.72	0.54	
46.	To learn how to disseminate one's own professional writing.	3.79	1.06	3.47	1.02	3.55	1.09	3.39	1.08	0.68	0.57	
47.	To learn and apply curriculum planning and development.	3.71	1.00	3.69	1.04	3.87	0.76	3.43	0.90	0.94	0.43	
48.	To conduct research related to the instructor's own course and teaching.	4.04	0.91	4.02	0.90	3.84	1.00	3.82	0.66	0.50	0.68	

Table 6.23 (continued)

Item No.	Aim	Grp1* N=24 M	Grp1* N=24 SD	Grp2* N=50 M	Grp2* N=50 SD	Grp3* N=31 M	Grp3* N=31 SD	Grp4* N=23 M	Grp4* N=23 SD	ANOVA F	ANOVA P	Scheffe' (p≤0.10)
49.	To learn to write programmed course units.	3.08	1.25	3.45	1.08	3.03	1.30	3.39	0.99	1.12	0.34	
50.	To learn about the operation and function of the unversity's educational media (includes library).	3.13	1.19	3.54	0.92	3.26	1.06	3.13	1.01	1.33	0.27	
51.	To learn about the functions of administration in this campus.	3.17	0.87	3.31	1.04	2.97	0.98	3.48	1.20	1.24	0.30	
52.	To learn about community services and human resources available to this campus.	3.38	1.01	3.47	1.04	3.30	0.79	3.52	1.04	0.29	0.83	
53.	To acquire a knowledge of one's expected involvement in university extracurricular activities.	3.38	0.92	3.49	1.04	3.35	0.95	3.39	1.16	0.14	0.94	
54.	To learn about grouping students for instruction.	3.38	0.82	3.33	1.13	3.10	1.08	3.43	0.99	0.58	0.63	
55.	To improve discussion techniques in teaching.	3.83	0.87	3.96	0.93	3.74	0.93	3.78	0.95	0.41	0.74	
56.	To learn about educational innovation in higher education.	3.54	1.06	4.15	0.95	3.94	0.85	3.87	1.06	2.11	0.10	
57.	To understand the implication of an "open door" policy in higher education.	3.54	1.02	3.51	1.08	3.39	0.84	3.65	1.03	0.31	0.81	
58.	To learn to use the computer in university teaching.	3.83	1.23	3.76	1.23	3.39	1.26	3.61	1.16	0.76	0.52	
59.	To learn to prepare materials for programmed, multi-media approaches to teaching.	3.54	1.10	3.82	1.03	3.48	1.09	3.52	1.12	0.81	0.49	
60.	To know the characteristics of this campus' student body.	3.21	1.10	2.73	0.97	2.87	1.12	3.09	1.12	1.30	0.28	

Table 6.23 (continued)

Item No.	Aim	Grp1* N=24 M	Grp1* N=24 SD	Grp2* N=50 M	Grp2* N=50 SD	Grp3* N=31 M	Grp3* N=31 SD	Grp4* N=23 M	Grp4* N=23 SD	ANOVA F	ANOVA P	Scheffe' ($p \leq 0.10$)
61.	To acquire a knowledge of the career opportunities available to graduates of the university.	3.67	1.05	3.61	1.08	3.26	1.12	3.61	1.03	0.93	0.43	
62.	To learn how to develop interpersonal relationships among students and staff.	3.46	0.93	3.67	0.99	3.23	1.02	3.61	0.99	1.41	0.24	
63.	To develop skill in making learning relevant for students.	3.71	1.00	3.84	0.94	4.00	0.86	3.78	0.90	0.50	0.68	
64.	To develop strategies which will enable students to participate in designing their learning experiences.	3.50	1.02	3.80	0.91	3.65	1.02	3.74	0.86	0.56	0.64	
65.	To develop skills in using game and stimulation in teaching.	3.21	1.14	3.39	1.15	3.29	1.24	3.39	1.08	0.16	0.92	
66.	To learn to use audio-visual meadia in teaching and learning.	3.50	0.93	3.90	1.03	3.61	1.17	3.35	0.93	1.78	0.15	
67.	To learn to use techniques other than verbal in teaching.	3.67	0.76	4.10	0.90	4.10	1.04	3.78	0.95	1.71	0.17	
	Total	**3.69**	**0.62**	**3.80**	**0.55**	**3.45**	**0.52**	**3.58**	**0.69**	**0.82**	**0.48**	

Years of experience at the university:

Grp1* = 5 years or less
Grp2* = 6 to 10 years
Grp3* = 11 to 15 years
Grp4* = 16 years or more

Table 6.24

Differences of Mean Demand Scores of Faculty Development Methods
by Years of Experience at the University

Item No.	Method	Grp1* N=24		Grp2* N=50		Grp3* N=31		Grp4* N=23		ANOVA		Scheffe' (p≤0.10)
		MDS	SD	MDS	SD	MDS	SD	MDS	SD	F	P	
1.	Workshops or presentations that explore various methods of instruction.	7.25	1.33	7.33	1.09	6.97	1.30	6.43	1.08	3.06	0.03	2>4
2.	Workshops, seminars, or short courses on subject matter.	7.45	1.18	7.39	1.19	7.00	0.87	6.68	1.09	2.81	0.04	
3.	Workshops or seminars dealing with curriculum development.	7.09	1.44	6.80	1.14	6.41	0.91	6.41	1.22	1.99	0.12	
4.	Workshops or seminars on student testing.	7.17	1.19	7.14	1.14	6.97	1.38	6.59	1.14	1.23	0.30	
5.	Workshops, seminars, or programs on institutional goals and types of students.	7.00	1.48	6.98	1.07	6.70	0.99	6.27	0.99	2.35	0.08	
6.	Workshops or programs on academic advising and counseling.	7.26	1.32	7.06	1.13	6.90	1.16	6.50	1.14	1.78	0.16	
7.	Workshops or seminars on research and scholarship skills.	7.91	1.15	7.43	1.14	7.30	1.09	6.71	1.15	4.11	0.01	1>4
8.	Workshops, seminars, or programs to improve the management of departmental operations.	7.61	1.20	7.22	1.18	7.27	1.01	6.82	1.30	1.73	0.16	
9.	Workshops or presentations that explore general issues or trends in education.	7.22	1.38	7.20	1.04	7.10	0.98	6.82	0.96	0.73	0.54	
10.	Workshops or programs on faculty affective development.	7.26	1.25	7.15	1.09	6.76	1.27	6.73	0.98	1.49	0.22	
11.	Systematic ratings of instruction by students.	7.26	1.39	7.35	1.25	7.17	1.29	6.43	1.17	2.69	0.05	2>4
12.	Formal assessments by colleagues.	7.00	1.45	7.10	1.36	7.00	0.98	6.68	1.17	0.57	0.64	

Table 6.24 (continued)

Item No.	Method	Grp1* N=24		Grp2* N=50		Grp3* N=31		Grp4* N=23		ANOVA		Scheffe' (p≤0.10)
		MDS	SD	MDS	SD	MDS	SD	MDS	SD	F	P	
13.	Informal assessment by colleagues.	6.96	1.55	6.86	1.43	6.83	1.18	6.67	1.24	0.17	0.92	
14.	Systematic teaching or course evaluations by an administrator.	6.91	1.47	6.90	1.19	6.83	1.42	6.38	0.97	0.92	0.43	
15.	System for faculty to assess themselves.	7.00	1.35	7.29	1.21	7.37	1.22	7.00	1.38	0.61	0.61	
16.	Classroom visitation by an instructional resource person.	7.13	1.46	6.86	1.32	6.86	1.16	6.43	1.33	1.07	0.37	
17.	Analysis of in-class video tapes.	6.91	1.53	7.10	1.26	7.07	1.26	6.81	1.25	0.30	0.82	
18.	Faculty with expertise consult with other faculty.	7.30	1.49	7.00	1.19	6.93	1.14	6.67	1.15	1.00	0.40	
19.	Senior teachers work closely with new teachers.	7.43	1.34	7.35	1.27	7.10	1.18	6.90	1.07	0.95	0.42	
20.	Professional and personal development plan.	7.65	1.23	7.22	1.05	7.20	1.03	6.86	1.15	1.95	0.13	
21.	Specialists on campus to assist faculty in use of audiovisual aids.	7.52	1.12	6.92	1.08	6.73	0.94	6.48	0.93	4.23	0.01	1>4, 1>3
22.	Assistance to faculty in use of instructional technology.	7.43	1.20	7.20	1.14	6.93	1.14	6.65	1.23	1.96	0.12	
23.	Specialists to assist individual faculty in instructional or course development.	6.96	1.66	7.04	1.19	6.83	1.21	6.43	1.12	1.16	0.33	
24.	Specialists to help faculty develop teaching skills.	7.35	1.37	7.22	1.07	7.03	1.33	6.48	1.08	2.43	0.07	
25.	Simulated procedures.	7.13	1.46	7.06	1.04	6.90	1.24	6.71	1.15	0.59	0.62	
26.	Special professional library.	7.87	1.32	7.24	1.16	7.17	1.21	6.52	1.36	4.33	0.01	1>4
27.	Visitations to other institutions.	7.78	1.35	7.33	1.09	7.30	1.18	7.05	1.20	1.51	0.22	

Table 6.24 (continued)

Item No.	**Method**	**Grp1* N=24 MDS**	**SD**	**Grp2* N=50 MDS**	**SD**	**Grp3* N=31 MDS**	**SD**	**Grp4* N=23 MDS**	**SD**	**ANOVA F**	**P**	**Scheffe' (p≤0.10)**
28.	Faculty exchange programs with other institutions.	7.43	1.47	6.67	1.34	6.63	1.22	6.60	1.14	2.27	0.08	
29.	Faculty take courses offered by colleagues.	7.17	1.40	6.73	0.95	6.73	1.08	6.45	1.32	1.51	0.22	
30.	Personal counseling provided individual faculty members.	7.26	1.42	6.90	1.08	6.62	1.29	6.55	1.05	1.69	0.17	
31.	Circulation of newsletters, articles, etc.	7.17	1.37	7.22	1.09	6.66	1.08	6.70	1.03	2.18	0.09	
	Total	**7.12**	**0.95**	**6.92**	**0.72**	**6.74**	**0.73**	**6.45**	**0.77**	**3.31**	**0.02**	**1>4**

Years of experience at the university:

Grp1* = 5 years or less
Grp2* = 6 to 10 years
Grp3* = 11 to 15 years
Grp4* = 16 or more

Table 6.25

Differences of Mean Demand Scores of Organizational Arrangements
by Years of Experience at the University

Item No.	Organizational Arrangements	Grp1* N=24 MDS	Grp1* N=24 SD	Grp2* N=50 MDS	Grp2* N=50 SD	Grp3* N=31 MDS	Grp3* N=31 SD	Grp4* N=23 MDS	Grp4* N=23 SD	ANOVA F	ANOVA P	Scheffe' ($p \leq 0.10$)
1.	Time for faculty development activities:											
1.1.	Begining of university term	7.04	1.55	6.33	1.33	6.26	1.40	5.72	0.75	3.48	0.02	1>4
1.2.	During university term	6.52	1.38	6.42	1.22	6.26	1.13	5.94	0.80	0.97	0.41	
1.3.	During the intersession periods	6.70	1.49	6.81	1.30	6.71	1.15	6.37	1.01	0.55	0.65	
1.4.	Summer session	6.70	1.29	6.57	1.35	6.89	1.23	6.06	1.06	1.65	0.18	
2.	Location for faculty development activities:											
2.1.	Campus #1	5.95	2.20	6.27	1.37	6.17	1.27	5.84	0.96	0.47	0.70	
2.2.	Campus #2	6.20	1.21	6.59	1.32	6.13	1.50	6.08	0.90	0.79	0.51	
2.3.	Campus #3	6.71	1.49	6.12	1.05	6.17	1.20	6.08	0.86	1.02	0.39	
2.4.	Campus #4	6.40	1.45	6.26	1.09	6.06	1.30	5.92	1.00	0.46	0.71	
2.5.	A campus outside Bangkok	6.67	1.50	6.35	1.04	6.57	1.28	6.38	1.19	0.21	0.89	
2.6.	Neighboring university	7.00	1.85	6.72	1.23	7.07	1.58	6.29	1.11	0.53	0.66	
2.7.	Community facilities	6.00	1.10	6.81	1.54	6.00	1.35	6.25	0.96	1.32	0.28	
3.	Person(s) assuming active responsibility for faculty development programs:											
3.1.	President	6.86	1.11	7.04	1.02	6.74	1.35	6.83	1.29	0.43	0.74	
3.2.	Vice-President of own campuses	6.69	1.49	7.05	1.21	6.45	1.47	6.44	1.29	1.33	0.27	

Table 6.25 (continued)

Item No.	Organizational Arrangements	Grp1* N=24 MDS	Grp1* N=24 SD	Grp2* N=50 MDS	Grp2* N=50 SD	Grp3* N=31 MDS	Grp3* N=31 SD	Grp4* N=23 MDS	Grp4* N=23 SD	ANOVA F	ANOVA P	Scheffe' (p≤0.10)
3.3.	Vice-President in charge of academic	6.86	1.51	7.17	1.32	7.00	1.34	6.67	1.40	0.48	0.69	
3.4.	Dean of own faculty	7.14	1.49	7.02	1.54	6.79	1.44	6.58	1.57	0.60	0.62	
3.5.	Associate Dean in own campus	7.18	1.42	6.65	1.29	6.94	1.60	6.64	1.34	0.69	0.56	
3.6.	Department Head of own department	7.00	1.38	6.44	1.16	6.68	1.52	6.69	1.54	0.83	0.48	
3.7.	Faculty committee at the main campus	7.21	1.40	6.72	1.24	6.78	1.17	6.31	1.08	1.57	0.20	
3.8.	Faculty committee at own campus	6.94	1.48	6.37	1.13	6.50	1.05	6.69	1.38	0.89	0.45	
3.9.	Faculty development officers	7.17	1.54	6.47	1.38	6.24	1.41	6.54	1.33	1.51	0.22	
4.	Person(s) providing expertise for faculty development activities:											
4.1.	President	6.95	1.61	6.59	1.17	6.04	1.45	6.63	1.12	2.00	0.12	
4.2.	Vice-President of own campus	6.35	1.46	6.43	1.04	6.08	1.25	6.53	1.19	0.57	0.64	
4.3.	Vice-President in charge of academic	6.77	1.69	7.03	0.94	6.48	1.17	6.25	1.29	1.70	0.17	
4.4.	Dean of own faculty	6.61	1.79	7.00	1.30	6.64	1.32	6.83	1.29	0.49	0.69	
4.5.	Associate Dean of own campus	6.69	1.62	6.65	1.25	6.45	1.37	6.56	1.03	0.13	0.94	
4.6.	Department Head of own-department	6.95	1.47	6.52	1.13	6.19	1.27	6.65	1.27	1.42	0.24	
4.7.	Faculty committee at the main campus	7.00	1.49	6.58	1.26	6.28	1.17	6.27	1.10	1.44	0.24	

Table 6.25 (continued)

Item No.	Organizational Arrangements	Grp1* N=24 MDS	Grp1* N=24 SD	Grp2* N=50 MDS	Grp2* N=50 SD	Grp3* N=31 MDS	Grp3* N=31 SD	Grp4* N=23 MDS	Grp4* N=23 SD	ANOVA F	ANOVA P	Scheffe' ($p \leq 0.10$)
4.8.	Faculty committee at own campus	6.69	1.62	6.56	1.17	6.36	1.62	6.46	1.20	0.19	0.90	
4.9.	Faculty development officers	6.35	1.27	6.61	1.28	6.10	1.14	6.31	0.85	0.86	0.46	
4.10.	Specialist consultants outside the university	7.24	1.48	7.30	1.34	7.00	1.44	6.40	1.06	1.72	0.17	
5.	Provisions encouraging participation											
5.1.	Temporary teaching load reductions	7.43	1.38	7.00	1.40	6.97	1.48	6.72	1.32	0.96	0.42	
5.2.	Lighter than normal load for first year faculty	6.95	1.33	6.53	1.18	6.29	1.46	6.28	1.23	1.36	0.26	
5.3.	Sabbatical leaves	6.65	1.40	6.26	1.47	5.79	1.42	5.39	1.04	3.47	0.02	1>4
5.4.	Salary credit for completed programs of faculty development	7.09	1.69	8.87	1.47	6.52	1.48	6.16	1.34	1.66	0.18	
5.5.	Funds for developing new course	7.91	1.47	7.53	1.16	6.86	1.65	6.74	1.41	3.90	0.01	1>4, 1>3
5.6.	Travel grants to refresh or update knowledge	7.87	1.01	7.43	1.14	7.29	1.44	6.88	1.32	2.24	0.09	
5.7.	Travel funds to attend professional conferences	7.78	1.17	7.39	1.24	7.07	1.36	7.12	1.41	1.54	0.21	
5.8.	Visiting scholars programs	7.65	1.23	7.36	1.13	7.07	1.22	6.78	1.35	2.12	0.10	

Years of experience at the university

Grp1*: 5 yrs. or less
Grp2*: 6 - 10 yrs.
Grp3*: 11 - 15 yrs.
Grp4*: 16 yrs. or more

Table 6.26

Differences of Mean Scores of Faculty Development Aims
by Most Recent Full-Time Job

Item No.	Aim	Grp1* N=10 M	SD	Grp2* N=20 M	SD	Grp3* N=22 M	SD	Grp4* N=11 M	SD	ANOVA F	P	Scheffe' (p≤0.10)
1.	To understand the philosophy underlying this university.	3.80	1.03	3.90	0.97	3.77	1.07	4.09	0.70	0.28	0.84	
2.	To develop knowledge and skills in human relations.	4.10	0.74	4.45	0.76	4.27	0.63	4.18	0.60	0.71	0.55	
3.	To learn about this institution's problems related to implementation of instructional programs.	3.70	0.67	4.15	1.04	4.23	0.81	3.73	1.01	1.31	0.28	
4.	To learn how to individualize instruction.	3.70	0.95	3.50	1.24	3.55	0.96	3.64	0.92	0.10	0.96	
5.	To acquire a knowledge of the history of this university.	2.50	1.08	2.70	1.34	2.10	1.04	2.00	0.89	1.40	0.25	
6.	To understand student behavior.	4.20	0.79	4.10	1.17	3.55	1.01	3.27	1.01	2.45	0.07	
7.	To improve skills in public speaking.	3.50	0.71	3.80	1.15	3.45	0.91	3.64	1.12	0.45	0.72	
8.	To understand the administration of educational organizations.	3.70	0.67	4.10	1.02	3.59	1.10	4.00	0.89	1.10	0.36	
9.	To learn the psychology of the adult student.	3.60	0.52	3.50	1.15	3.27	0.98	3.36	0.81	0.35	0.79	
10.	To learn to integrate content activities with other courses.	4.10	0.74	4.15	1.14	4.23	0.75	4.00	0.77	0.17	0.92	
11.	To improve skills in using audio-visual equipment and materials.	3.50	0.97	3.90	1.07	3.91	0.68	3.82	0.87	0.55	0.65	
12.	To understand the motivation of the adult student.	4.00	0.82	4.00	1.17	3.77	0.87	3.64	0.67	0.49	0.69	

Table 6.26 (continued)

Item No.	Aim	Grp1* N=10		Grp2* N=20		Grp3* N=22		Grp4* N=11		ANOVA		Scheffe' ($p \leq 0.10$)
		M	SD	M	SD	M	SD	M	SD	F	P	
13.	To develop personal philosophy of education.	3.60	0.84	3.85	0.81	3.36	1.05	3.82	0.75	1.21	0.32	
14.	To increase knowledge of fields related to one's own teaching specialty.	4.90	0.32	4.65	0.67	4.59	0.59	4.64	0.50	0.70	0.56	
15.	To learn how to use self-evaluation techniques to improve teaching performance.	4.50	0.71	4.30	1.08	4.27	0.70	4.00	0.77	0.62	0.61	
16.	To develop an awareness of one's reponsibilty towards colleagues and professional associations.	4.10	0.74	4.45	0.76	4.19	0.98	3.73	1.01	1.61	0.20	
17.	To acquire knowledge and skills necessary for college teaching but were not acquired from preservice training.	4.50	0.71	3.60	1.19	3.59	0.96	3.36	0.92	2.70	0.05	1>4
18.	To improve own performance to meet expectations of students, parents and public.	3.90	0.88	3.95	1.35	3.77	0.92	4.00	0.89	0.15	0.93	
19.	To develop communication practices which encourage good public relations.	4.00	1.05	4.10	1.02	3.73	0.88	3.45	0.93	1.26	0.30	
20.	To update knowledge in own area of specialization.	4.60	0.70	4.65	0.59	4.32	0.65	4.45	0.82	0.96	0.42	
21.	To develop good working relationships with colleagues.	4.00	0.67	4.05	1.10	3.77	1.07	4.00	0.89	0.31	0.82	
22.	To understand the role of guidance and counseling services in this campus.	3.60	0.97	3.65	1.09	3.41	1.10	3.55	1.04	0.19	0.90	
23.	To understand the role of the academic staff in this campus.	3.50	0.71	3.70	1.22	3.14	1.17	3.36	1.43	0.83	0.49	

Table 6.26 (continued)

Item No.	Aim	Grp1* N=10 M	Grp1* N=10 SD	Grp2* N=20 M	Grp2* N=20 SD	Grp3* N=22 M	Grp3* N=22 SD	Grp4* N=11 M	Grp4* N=11 SD	ANOVA F	ANOVA P	Scheffe' ($p \leq 0.10$)
24.	To develop communication skills for instructing in student-opinion oriented programs.	3.67	0.50	3.95	1.05	3.68	0.89	3.64	0.67	0.48	0.70	
25.	To learn to instruct students with learning handicaps (e.g., low verbal ability).	3.50	1.08	3.80	1.15	3.36	1.09	3.45	1.29	0.54	0.66	
26.	To improve skills in using the lecture technique.	3.90	0.74	3.35	1.35	3.86	0.89	3.91	0.94	1.18	0.32	
27.	To understand the politics involved in education.	3.60	0.52	3.70	1.03	3.41	0.85	3.09	0.70	1.33	0.27	
28.	To learn how to conduct social science research.	3.60	0.84	4.00	1.12	3.68	0.99	3.91	0.94	0.53	0.66	
29.	To learn how to structure learning experience (e.g., simple to complex).	3.40	0.84	4.25	1.12	3.55	0.91	3.55	0.93	2.66	0.06	
30.	To develop strategies for evaluating instructional objectives.	3.67	0.50	4.10	1.12	3.73	0.88	3.64	0.92	0.89	0.45	
31.	To learn ways of reinforcing learning.	4.00	0.87	4.05	1.05	4.05	0.79	3.82	0.87	0.19	0.91	
32.	To improve skills in using field trips and field experience.	3.70	0.67	3.74	1.24	3.41	0.91	3.36	1.21	0.52	0.67	
33.	To learn about "youth culture".	2.80	0.63	3.60	1.10	3.18	1.14	3.45	0.93	1.54	0.21	
34.	To learn how to diagnose students' educational needs.	3.60	0.97	3.95	1.00	3.36	0.95	3.82	0.75	1.48	0.23	
35.	To learn how to construct instruments for evaluating students' progress.	3.90	0.57	4.25	0.72	3.59	0.85	3.64	0.67	3.15	0.03	2>3

Table 6.26 (continued)

Item No.	Aim	Grp1* N=10		Grp2* N=20		Grp3* N=22		Grp4* N=11		ANOVA		Scheffe' ($p \le 0.10$)
		M	SD	M	SD	M	SD	M	SD	F	P	
36.	To learn to write instructional objectives for programs, courses and topics.	3.70	1.16	4.00	1.08	3.68	0.78	3.36	1.21	0.96	0.42	
37.	To learn about political and socio-economic factors influencing this campus.	3.00	0.82	3.90	1.12	3.36	0.90	3.18	1.17	2.28	0.09	
38.	To learn how to use one's leisure time.	2.90	1.45	3.50	1.50	2.86	1.25	2.64	0.92	1.32	0.28	
39.	To learn how to prepare independent study materials.	3.30	0.82	4.10	0.97	3.50	1.14	3.45	0.93	2.03	0.12	
40.	To develop a commitment to the goals of the university.	3.50	1.08	4.05	1.08	3.32	1.13	3.45	1.13	1.63	0.19	
41.	To learn theories of teaching and learning of adult students.	3.30	0.48	3.85	1.14	3.55	1.06	3.36	0.67	1.00	0.40	
42.	To learn the uses of group dynamics.	3.60	0.84	3.95	1.05	3.68	1.13	3.82	0.60	0.39	0.76	
43.	To develop a sensitivity for students' emotional and social needs.	3.40	0.52	4.00	0.92	3.14	1.13	3.27	1.10	2.94	0.04	2>3
44.	To learn about accepted policies regarding student admissions and attendance.	3.10	0.74	4.10	0.79	3.18	1.14	2.73	1.01	6.07	0.00	2>4,2>1,2>3
45.	To understand theories of social organizations.	3.20	0.63	4.00	0.97	3.23	1.07	3.09	1.04	3.20	0.03	2>3
46.	To learn how to disseminate one's own professional writing.	3.70	0.82	3.95	1.15	3.14	1.13	3.64	1.12	2.03	0.12	
47.	To learn and apply curriculum planning and development.	3.70	0.95	4.30	1.03	3.64	0.85	3.45	0.93	2.63	0.06	
48.	To conduct research related to the instructor's own course and teaching.	4.22	0.67	4.50	0.69	3.86	0.71	4.00	0.77	3.02	0.04	2>3

Table 6.26 (continued)

Item No.	Aim	Grp1* N=10 M	Grp1* N=10 SD	Grp2* N=20 M	Grp2* N=20 SD	Grp3* N=22 M	Grp3* N=22 SD	Grp4* N=11 M	Grp4* N=11 SD	ANOVA F	ANOVA P	Scheffe' (p≤0.10)
49.	To learn to write programmed course units.	3.60	0.70	3.70	1.30	3.55	1.01	3.64	1.21	0.07	0.98	
50.	To learn about the operation and function of the unversity's educational media (includes library).	3.22	0.83	3.85	1.04	3.36	0.79	3.45	1.04	1.38	0.26	
51.	To learn about the functions of administration in this campus.	3.30	0.95	3.65	1.27	3.32	1.04	2.91	1.04	1.08	0.36	
52.	To learn about community services and human resources available to this campus.	3.40	0.70	3.84	1.07	3.32	0.72	3.27	1.27	1.34	0.27	
53.	To acquire a knowledge of one's expected involvement in university extracurricular activities.	3.30	0.67	3.55	1.28	3.59	0.91	3.36	1.03	0.26	0.85	
54.	To learn about grouping students for instruction.	3.00	0.94	3.65	1.18	3.18	1.05	3.45	1.13	1.05	0.38	
55.	To improve discussion techniques in teaching.	3.60	1.08	4.20	1.15	3.64	0.66	3.82	0.87	1.54	0.21	
56.	To learn about educational innovation in higher education.	3.70	0.67	4.45	1.05	3.91	0.75	4.27	0.79	2.36	0.08	
57.	To understand the implication of an "open door" policy in higher education.	3.40	0.84	3.85	1.18	3.32	1.04	3.45	0.82	1.03	0.39	
58.	To learn to use the computer in university teaching.	3.90	0.99	4.15	1.14	3.50	1.30	3.64	1.12	1.16	0.33	
59.	To learn to prepare materials for programmed, multi-media approaches to teaching.	4.00	0.94	4.20	1.01	3.59	1.01	4.18	0.75	1.71	0.18	
60.	To know the characteristics of this campus' student body.	3.20	1.03	3.25	1.52	3.14	0.99	2.45	0.82	1.24	0.30	

Table 6.26 (continued)

Item No.	**Aim**	**Grp1***		**Grp2***		**Grp3***		**Grp4***		**ANOVA**		**Scheffe' (p≤0.10)**
		N=10		**N=20**		**N=22**		**N=11**				
		M	**SD**	**M**	**SD**	**M**	**SD**	**M**	**SD**	**F**	**P**	
61.	To acquire a knowledge of the career opportunities available to graduates of the university.	3.70	1.06	3.90	0.97	3.68	0.89	3.45	1.13	0.50	0.68	
62.	To learn how to develop interpersonal relationships among students and staff.	3.60	1.17	4.10	0.91	3.36	0.90	3.09	0.83	3.42	0.02	2>4
63.	To develop skill in making learning relevant for students.	3.70	1.06	4.40	0.60	3.95	0.84	3.55	0.93	3.10	0.03	2>4
64.	To develop strategies which will enable students to participate in designing their learning experiences.	3.70	0.82	4.20	0.95	3.73	0.77	3.73	0.90	1.41	0.25	
65.	To develop skills in using game and stimulation in teaching.	3.60	0.97	4.25	0.79	3.23	1.02	3.91	0.70	4.82	0.00	2>3
66.	To learn to use audio-visual meadia in teaching and learning.	3.40	0.97	4.25	0.79	3.68	0.89	3.73	0.90	2.61	0.06	
67.	To learn to use techniques other than verbal in teaching.	3.80	0.63	4.85	0.37	3.86	0.94	4.09	0.70	8.40	0.00	2>1,2>3,2>4
	Total	**3.65**	**0.37**	**3.98**	**0.71**	**3.58**	**0.55**	**3.58**	**0.52**	**2.01**	**0.12**	

Type of most recent full-time job:

Grp1* = None
Grp2* = Experience in a field other than education
Grp3* = Experience in an elementary or a secondary school
Grp4* = Experience in an institution of higher education

Table 6.27

Differences of Mean Demand Scores of Faculty Development Methods
by Most Recent Full-Time Job

Item No.	Method	Grp1* N=10 MDS	Grp1* N=10 SD	Grp2* N=20 MDS	Grp2* N=20 SD	Grp3* N=22 MDS	Grp3* N=22 SD	Grp4* N=11 MDS	Grp4* N=11 SD	ANOVA F	ANOVA P	Scheffe' (p≤0.10)
1.	Workshops or presentations that explore various methods of instruction.	7.10	1.10	7.63	1.07	6.95	1.36	7.00	1.10	1.27	0.29	
2.	Workshops, seminars, or short courses on subject matter.	7.50	0.97	7.79	0.92	6.73	1.08	7.09	1.14	3.95	0.01	2>3
3.	Workshops or seminars dealing with curriculum development.	6.80	1.23	6.89	1.33	6.73	1.20	7.09	0.83	0.24	0.87	
4.	Workshops or seminars on student testing.	7.30	1.25	7.79	1.18	6.82	1.30	7.18	0.98	2.23	0.09	2>3
5.	Workshops, seminars, or programs on institutional goals and types of students.	7.00	1.15	7.37	1.07	6.50	1.22	6.91	1.22	1.91	0.14	
6.	Workshops or programs on academic advising and counseling.	7.40	1.26	7.68	1.42	6.73	1.20	7.27	1.27	1.95	0.13	
7.	Workshops or seminars on research and scholarship skills.	7.90	1.29	7.89	1.15	7.00	1.22	7.27	0.90	2.56	0.06	
8.	Workshops, seminars, or programs to improve the management of departmental operations.	7.90	1.10	7.42	1.02	6.95	1.46	7.36	0.81	1.56	0.21	
9.	Workshops or presentations that explore general issues or trends in education.	7.30	1.16	7.89	0.83	6.91	1.19	7.27	1.10	2.76	0.05	2>3
10.	Workshops or programs on faculty affective development.	7.00	1.05	7.78	0.88	7.00	1.10	7.27	1.19	2.10	0.11	
11.	Systematic ratings of instruction by students.	7.22	1.20	7.68	1.29	6.82	1.53	7.36	1.36	1.36	0.26	
12.	Formal assessments by colleagues.	7.00	1.25	8.00	1.00	6.77	1.31	7.27	1.35	3.66	0.02	2>3

Table 6.27 (continued)

Item No.	Method	Grp1* N=10 MDS	Grp1* N=10 SD	Grp2* N=20 MDS	Grp2* N=20 SD	Grp3* N=22 MDS	Grp3* N=22 SD	Grp4* N=11 MDS	Grp4* N=11 SD	ANOVA F	ANOVA P	Scheffe' (p≤0.10)
13.	Informal assessment by colleagues.	6.89	1.36	7.68	1.38	6.82	1.47	7.09	1.22	1.48	0.23	
14.	Systematic teaching or course evaluations by an administrator.	7.00	1.22	7.47	1.35	6.50	1.30	7.18	1.40	1.93	0.14	
15.	System for faculty to assess themselves.	7.56	1.13	8.11	0.88	6.95	1.43	7.45	1.37	3.01	0.04	2>3
16.	Classroom visitation by an instructional resource person.	6.78	1.20	7.63	1.16	6.45	1.41	7.27	1.35	3.05	0.04	2>3
17.	Analysis of in-class video tapes.	7.00	0.87	8.11	1.10	6.95	1.29	7.36	0.92	4.07	0.01	2>3
18.	Faculty with expertise consult with other faculty.	6.56	1.24	7.58	1.12	6.82	1.33	7.09	1.22	1.90	0.14	
19.	Senior teachers work closely with new teachers.	6.78	1.20	8.00	1.00	6.95	1.25	7.54	1.24	3.65	0.02	2>1,2>3
20.	Professional and personal development plan.	7.11	0.93	7.89	1.10	7.00	1.15	7.09	0.94	2.75	0.05	2>3
21.	Specialists on campus to assist faculty in use of audiovisual aids.	7.11	0.78	7.21	1.18	7.00	0.98	7.09	1.04	0.14	0.93	
22.	Assistance to faculty in use of instructional technology.	7.00	0.87	7.58	1.22	7.14	1.28	7.45	1.13	0.74	0.53	
23.	Specialists to assist individual faculty in instructional or course development.	6.78	0.83	7.53	1.07	6.86	1.25	7.18	1.33	1.41	0.25	
24.	Specialists to help faculty develop teaching skills.	7.11	1.05	7.63	1.12	6.86	1.49	7.18	1.17	1.27	0.29	
25.	Simulated procedures.	7.11	1.05	7.61	1.20	6.73	1.45	7.09	1.22	1.56	0.21	
26.	Special professional library.	5.56	1.13	7.37	1.21	7.32	1.46	6.45	1.37	1.53	0.22	
27.	Visitations to other institutions.	7.44	0.88	7.79	0.92	7.36	1.33	7.27	1.01	0.72	0.55	

Table 6.27 (continued)

Item No.	Method	Grp1* N=10 MDS	 SD	Grp2* N=20 MDS	 SD	Grp3* N=22 MDS	 SD	Grp4* N=11 MDS	 SD	ANOVA F	 P	Scheffe' ($p \leq 0.10$)
28.	Faculty exchange programs with other institutions.	6.44	1.59	7.21	1.36	6.95	1.40	6.45	1.29	1.01	0.40	
29.	Faculty take courses offered by colleagues.	6.89	1.45	6.21	1.23	6.73	1.39	6.64	1.03	0.65	0.59	
30.	Personal counseling provided individual faculty members.	7.11	1.17	7.50	1.29	6.55	1.37	6.73	0.90	2.11	0.11	
31.	Circulation of newsletters, articles, etc.	7.22	1.09	7.11	1.32	6.95	1.32	7.27	1.27	0.19	0.90	
	Total	**6.95**	**0.80**	**7.18**	**0.91**	**6.64**	**0.89**	**6.96**	**0.71**	**1.42**	**0.23**	

Type of most recent full-time job:

Grp1* = None
Grp2* = Experience in a field other than education
Grp3* = Experience in an elementary or a secondary school
Grp4* = Experience in an institution of higher education

Table 6.28

Differences of Mean Demand Scores of Organizational Arrangements
by Most Recent Full-Time Job

Item No.	Organizational Arrangements	Grp1* N=10		Grp2* N=20		Grp3* N=22		Grp4* N=11		ANOVA		Scheffe' (p≤0.10)
		MDS	SD	MDS	SD	MDS	SD	MDS	SD	F	P	
1.	Time for faculty development activities:											
1.1.	Begining of university term	6.33	1.73	7.12	1.22	6.11	1.37	6.70	1.06	1.83	0.15	
1.2.	During university term	6.78	1.39	6.88	1.05	6.00	1.25	5.89	1.78	2.67	0.06	
1.3.	During the intersession periods	6.89	1.17	6.95	1.22	6.75	1.41	6.90	0.99	0.09	0.97	
1.4.	Summer session	6.56	1.01	7.06	1.39	6.25	1.29	6.80	1.03	1.38	0.26	
2.	Location for faculty development activities:											
2.1.	Campus #1	7.00	1.51	6.47	1.18	5.17	1.79	6.27	0.65	4.26	0.01	1>3,2>3
2.2.	Campus #2	6.57	1.51	6.40	1.78	5.73	1.03	6.43	0.98	0.93	0.44	
2.3.	Campus #3	7.00	1.29	6.10	1.20	6.13	1.30	6.33	0.82	0.96	0.42	
2.4.	Campus #4	6.13	0.83	6.44	1.01	6.06	1.29	6.17	0.98	0.24	0.87	
2.5.	A campus outside Bangkok	7.20	1.48	6.83	1.17	6.64	1.22	5.75	0.50	1.16	0.34	
2.6.	Neighboring university	7.50	1.91	7.25	1.49	6.75	1.60	7.25	0.96	0.33	0.81	
2.7.	Community facilities	6.50	1.29	6.57	1.40	5.42	1.08	6.25	0.96	1.80	0.17	
3.	Person(s) assuming active responsibility for faculty development programs:											
3.1.	President	7.00	1.66	7.29	0.99	6.30	0.98	6.82	0.98	2.57	0.06	2>3
3.2.	Vice-President of own campuses	6.25	1.49	7.25	1.14	6.06	1.30	7.00	0.93	2.68	0.06	

Table 6.28 (continued)

Item No.	Organizational Arrangements	Grp1* N=10 MDS	Grp1* N=10 SD	Grp2* N=20 MDS	Grp2* N=20 SD	Grp3* N=22 MDS	Grp3* N=22 SD	Grp4* N=11 MDS	Grp4* N=11 SD	ANOVA F	ANOVA P	Scheffe' (p≤0.10)
3.3.	Vice-President in charge of academic	6.67	1.63	7.46	1.27	6.40	1.30	7.17	1.17	1.64	0.20	
3.4.	Dean of own faculty	6.89	1.90	7.53	1.23	6.22	1.31	6.45	0.82	3.14	0.03	2>3
3.5.	Associate Dean in own campus	6.88	1.55	7.43	1.22	6.67	1.29	6.75	0.89	1.00	0.40	
3.6.	Department Head of own department	6.67	1.32	6.94	1.12	6.79	1.47	6.60	0.97	0.17	0.91	
3.7.	Faculty committee at the main campus	6.78	1.56	7.44	1.15	6.72	1.18	6.45	0.69	1.84	0.15	
3.8.	Faculty committee at own campus	6.78	1.56	7.07	1.03	6.20	1.15	6.57	0.98	1.39	0.26	
3.9.	Faculty development officers	6.56	1.67	7.79	1.25	6.33	1.50	6.33	1.03	3.14	0.04	2>3
4.	Person(s) providing expertise for faculty development activities:											
4.1.	President	7.22	1.30	6.76	1.30	6.21	1.44	6.82	1.40	1.27	0.29	
4.2.	Vice-President of own campus	5.63	0.92	6.50	1.16	6.39	1.50	7.13	1.36	1.80	0.16	
4.3.	Vice-President in charge of academic	6.57	1.27	6.93	1.27	6.46	1.20	7.50	1.05	1.13	0.35	
4.4.	Dean of own faculty	7.11	1.45	7.47	1.46	6.28	1.18	6.78	1.64	2.09	0.11	
4.5.	Associate Dean of own campus	6.75	1.39	7.21	1.37	6.25	1.29	7.14	0.90	1.63	0.20	
4.6.	Department Head of own department	6.67	1.32	6.59	1.12	6.40	1.39	6.38	0.92	1.20	0.32	
4.7.	Faculty committee at the main campus	6.56	1.33	6.63	1.15	6.39	1.38	7.38	1.30	1.11	0.36	

Table 6.28 (continued)

Item No.	Organizational Arrangements	Grp1* N=10		Grp2* N=20		Grp3* N=22		Grp4* N=11		ANOVA		Scheffe' (p≤0.10)
		MDS	SD	MDS	SD	MDS	SD	MDS	SD	F	P	
4.8.	Faculty committee at own campus	6.50	1.41	6.73	1.16	6.44	1.50	7.50	0.84	1.02	0.39	
4.9.	Faculty development officers	6.25	1.04	6.87	1.19	6.20	1.26	6.60	0.89	0.96	0.42	
4.10.	Specialist consultants outside the university	7.13	1.55	7.53	1.23	6.83	1.38	7.50	1.38	0.88	0.46	
5.	Provisions encouraging participation											
5.1.	Temporary teaching load reductions	7.33	1.22	7.17	1.38	7.14	1.46	6.91	1.70	0.15	0.93	
5.2.	Lighter than normal load for first year faculty	6.67	1.22	6.94	1.64	6.48	1.36	6.30	1.06	0.56	0.65	
5.3.	Sabbatical leaves	6.44	2.07	6.41	1.37	5.81	1.21	6.36	1.36	0.77	0.52	
5.4.	Salary credit for completed programs of faculty development	7.11	1.62	7.12	1.65	6.63	1.71	6.18	1.25	0.95	0.42	
5.5.	Funds for developing new course	7.67	1.58	7.71	1.61	7.19	1.57	7.09	1.45	0.58	0.63	
5.6.	Travel grants to refresh or update knowledge	7.56	1.24	7.63	1.15	7.33	1.24	7.27	1.49	0.25	0.86	
5.7.	Travel funds to attend professional conferences	7.89	1.27	7.47	1.07	7.33	1.28	7.45	1.13	0.46	0.71	
5.8.	Visiting scholars programs	7.44	1.33	7.39	0.85	7.29	1.35	7.00	1.00	0.33	0.80	

Type of most recent full-time job

Grp1*: None
Grp2*: Experience in a field other than education
Grp3*: Experience in an elementary or a secondary school
Grp4*: Experience in an institution higher education

Table 6.29

General Issues Regarding Faculty Development

Issue	Frequency
Activities Recently Participated	
Seminars	25
Workshops	7
Curriculum development	4
Conferences	3
Evaluation	3
Instructional development	2
Personal development	2
Others	4
Problems Requiring More Knowledge, Attitude or Skill Development	
Incompetent administrators	22
Low faculty commitment and responsibility	21
Incomtpetent faculty members	15
Inadequate knowledge and uses of educational technologies	4
Problems Requiring Adjustment in Conditions of Works	
Low salary	11
Lack of encouragement	10
Excessive assignments	8
Inadequate comfortable offices with privacy	7
Lack of supports (facilities and finance)	7
Insufficient qualified textbooks	5
Low morale and lack of academic freedom	4
Personal conflict among faculty members	2
Faculty holding secondary jobs	2
Lack of role definition	1
Inferior classroom facilities	1
Lack of cooperation among units	1
Lack of long-range planning	1
Plans for Further Professional Development	
Writing textbooks or academic papers	16
Revising course materials	13
Improving knowledge and teaching methods	8
Seeking study leaves (abroad)	7
Attending seminars and workshops	7
Participating university exchange programs	
Professional fieldtrips	5
Conducting research	3